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ABSTRACT

In 1989, Germanna Community College (GCC) developed this comprehensive master plan to strengthen its planning process. Part I provides an overview of the development of the master plan, the mission statement of the Virginia Community College System (VCCS), and the mission and purpose statements of GCC. Part II summarizes demographic trends based on historical and projected data. Information is provided on the size and population of the service region; the number of businesses within the region; curricula; enrollments; student characteristics; personnel; college facilities; library and learning resources; continuing education and community service; and financial resources. Part III lists issues and recommendations, providing parameters, goals, and direction for specific short- and long-range planning strategies. These strategies focus on the students, the curriculum, the community, partnerships, classroom and instruction, faculty and staff, marketing and recruitment programs, facilities, resources, assessment and accountability, and leadership toward the year 2000. Part IV describes the process of plan development, including adoption, prioritization, implementation, evaluation, and modification. Appendixes are provided for both sections III and IV, including a map, tables and graphs on demographics, finances, enrollments, degree programs, a summary of VCCS recommendations, a survey instrument used to gather information from local board and foundation members concerning GCC's master plan, and survey tabulations. (JMC)

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MASTER PLAN

1988-89

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The 1988-89 Master Plan for

Germanna Community College

was adopted by the

Local College Board

on July 20, 1989

PART I

INTRODUCTION

INTRODUCTION

BACKGROUND

Community Colleges must engage in long-range planning if they are to meet their missions effectively. Planning is an evolving, ongoing process that requires systematic data collection, analysis, reporting, and active communication among the various sectors of the college community. A written plan serves as a guide for moving forward and for assessment of functions. However, it becomes important to avoid rigidity and to maintain the ability and nature of a community college to be responsive to changing needs, demographics, and resources. Therefore, any plan requires ongoing implementation activities as well as assessment, updating, and additional planning.

Historically, Germanna Community College has not maintained an optimum level of planning functions. The most recent institutional self-study completed in 1986-87 brought a clear focus upon the College's need to strengthen its planning activities. Development of a viable comprehensive master plan must be part of that strengthening process. This document represents an additional and significant move toward perfecting the complex and comprehensive master planning activities. It is recognized that this plan is constrained by some limitation of resources and by time. However, it is urgent to proceed with furthering the foundation for sound and effective planning into the next decade.

Progress in planning at Germanna has been slow. Since 1986, however, a number of important developments have taken place which have led to the evolvement of this document:

1. Completion of Germanna Community College Master Plan, Educational Component, December 1986.

2. Appointment of a full-time institutional research officer, July, 1987.

3. Establishment of the Institutional Research and Planning Committee, September, 1987.

4. Completion of "Educational Master Plan" draft, July, 1988, by a subcommittee of the Institutional Research and Planning Committee.

5. Initiation of "Outcome Assessment Plan", June 1987.

6. Appointment of a teaching faculty member as full-time Assessment Coordinator and establishment of the Assessment Steering Committee, September, 1988.

7. Report of the AACJC Commission on the Future of Community Colleges, 1988.

8. Completion of Virginia Community College System (VCCS) Long Range Plan "Toward the Year 2000," November, 1988.

9. Germanna Community College Local Board Planning Retreat, October, 1988.

10. Local Board's prioritizing of the VCCS Long Range Plan recommendations, January, 1989.

Germanna Community College is one of twenty-three colleges in the Virginia Community College System. Established in 1970, it is a two-year, public institution of higher education serving the residents of Caroline, Culpeper, Fauquier, King George, Madison, Orange, Spotsylvania, and Stafford counties and the City of Fredericksburg.

With support and advice of the Germanna Local College Board, the College is governed by policies set by the State Board for Community Colleges. Its 1987-88 budget of $3,860,249 was primarily comprised of state appropriations ($2,642,405), tuition

and fees ($852,964) and Federal Grants and Contracts ($260,271). Major expenditures were for Instruction ($1,869,156), Institutional Support ($748,112), Academic Support ($428,532), Student Services ($288,451), Operation and Maintenance of Plant ($283,996), and Scholarships and Fellowships ($197,664). (Graph 1).

Germanna Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate in Arts & Sciences/Associate in Applied Science degrees, as well as diplomas and certificates. The associate degree curricula are approved by the State Board for Community Colleges and by the State Council of Higher Education for Virginia (SCHEV). In addition, the nursing program is accredited by The Virginia State Board of Nursing and the National League for Nursing.

Germanna Community College's plan for the future, like any plan dealing with a set of dynamic and sometimes unknown factors, is predicated upon its mission and purpose statements. The following statements have been previously adopted and are published. This plan is based upon the assumption that the mission and purpose of the College will remain essentially the same through the next decade.

VCCS MISSION STATEMENT

> The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.
>
> The Virginia Community College System, through comprehensive community colleges, provides leadership

in determining and addressing both the needs of individuals and the economic needs of the college's service areas.

Occupational-technical education, transfer education, developmental studies, continuing education, and community services are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, each college shall provide a comprehensive program of student development services.

GCC MISSION STATEMENT

Germanna Community College functions within the educational community to assure that all individuals in its service region are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.

Germanna Community College provides leadership in determining and addressing both the needs of individuals and the economic needs of the College's service area with appropriate physical resources.

Occupational-technical education, transfer education, developmental studies, continuing education, and community services are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, the College shall provide a comprehensive program of student development services.

GCC PURPOSE STATEMENT

The faculty and staff of Germanna Community College believe that an individual should be given a continuing opportunity for personal growth and development through higher education. Germanna Community College provides opportunities for learning in an environment which integrates student development with academic knowledge, experience, and responsible citizenship.

Individuals may pursue a variety of educational goals through Germanna Community College on either a full- or part-time basis. To this end, the College offers a counseling program and other services to assist students in making decisions regarding their educational, occupational, and personal goals. The College also assumes a responsibility to help meet the requirements for trained personnel in its region through a cooperative effort with local industry, business, professions, and government.

PART II

DEMOGRAPHICS

DEMOGRAPHICS

In addition to mission and purpose, planning must also take into consideration descriptive data. Following is a summary of facts and trends based on historical and projected data.

Size of Service Region

- The Germanna service region covers 2,461.5 square miles and is one of the largest in the VCCS. (Map 1).
- The region encompasses eight counties and one city and is divided into two sectors, eastern and western. (Table 1).
- The I-95 Corridor in the eastern sector of Germanna's service region is among the three fastest growing areas in the state.

Population in Service Region

- The 1988 estimated population is 220,140 (one-half of the population of shared counties is represented). (Table 2).
- By the year 2000 the projected population will be 260,450 and 377,750 by 2030. (Tables 2 and 3).
- In the year 2000 the average age of the population in the Germanna Service Region will be younger than the average for the State of Virginia. (Table 4).

Number of Businesses

- Within the Germanna Service Region there are over 5,000 businesses (agencies or businesses reporting earnings subject to unemployment taxes). (Table 5).
- About seventy-eight per cent of all businesses as defined above employ ten or less employees. Only two per cent employ over one hundred. (Table 5).
- The three largest categories of business types are services, construction and retail trade. (Table 6).
- The four categories of business with the largest number of employees are services, retail trade, manufacturing, and construction. (Table 6).
- The total number of employees per employee grouping varies widely from county to county. (Table 7).

Curricula

- The College offers two degrees, Associate in Arts and Sciences and Associate in Applied Science. It also

offers six certificates and a career studies certificate. (Table 8).

- Five curriculum clusters comprise five degree titles and are divided into eight degree programs. These degree programs include eighteen majors. (Table 8).

Enrollments

In analyzing enrollment figures, distinctions must be made between in-district and total enrollments, on-campus and off-campus enrollments, full-time and part-time enrollments, curriculum-based and unclassified enrollments, and headcount vs. full-time equivalent (FTES) students.

All numbers are based on fall term enrollments.

- Fall, 1988, Germanna experienced its largest headcount enrollment and its second largest FTE enrollment. (Table 9).

- Part-time students outnumbered full-time students by over three to one. (Table 10).

- There were more than twice as many female students as male students. (Table 10).

- All full-time students were enrolled on-campus. (Table 10).

- More students attended evening classes than day classes. (Table 10).

- About sixty per cent of all students took classes on-campus. (Table 10).

- Unclassified students accounted for about one-half of all students. (Table 10).

- Non-white students accounted for about ten per cent of all students. (Table 10).

- About one-quarter of enrollees were first-time students. (Table 10).

- Freshman enrollments significantly outnumbered sophomore enrollments in degree programs. (Table 11).

- Germanna offered 318 courses in the fall, 1988 term.

- Of the 318 courses offered, eighty-three were located off-campus. (Table 12).

- Over forty per cent of enrolled students were registered for three or less credits.

Student Characteristics

- More students selected "personal satisfaction" as their reason for attending Germanna than any other reason. (Table 11).

- Management, Business Administration, and General Studies were the most popular majors.

- Among the students attending Germanna, three foreign countries, twenty-one counties other than those in the Germanna Service Region, and twenty states other than Virginia were represented.

- Every student who applied for admission was accepted and seventy-five per cent enrolled.

- The average age of full-time students was twenty-three years, part-time averaged thirty-two. Collectively, the average age was thirty.

- In all categories males were younger than females.

- The age span was from under fifteen to eighty-three, with the mode being nineteen.

- Slightly more than one out of ten students received some form of financial aid. (Table 13).

Personnel

- Full-time faculty numbered thirty-six.

- Part-time faculty numbered seventy-six.

- Administrative personnel numbered twelve.

- Support staff numbered thirty-two.

College Facilities

- The campus is one hundred acres with parking for six hundred vehicles.

- The campus is located in Orange County on the south side of State Route 3 about fifteen miles east of Culpeper and eighteen miles west of Fredericksburg.

- The College's post office address is Box 339, Locust Grove, Virginia, 22508.

- Service arteries:
  State Routes 15 and 29 (north-south)
  State Route 20 (south)
  Interstate I-95 (north-south)
  U.S. Route 1 (north-south)
  State Route 3 (east-west)

- The eastern sector is located in the I-95 Corridor about mid-way between Washington, D.C. and Richmond.

- There are three buildings: academic building, water treatment plant, and sewage treatment plant.

- The academic building features:
  - 56,395 usable square feet.
  - 12 general purpose classrooms.
  - 10 laboratories.
  - 14 classroom and laboratory service rooms.
  - 57 professional offices.
  - 7 clerical support offices.
  - 1 conference room (seats 12).
  - 3 library rooms (total student capacity of 121).
  - 2 LRC rooms with 26 student stations.
  - 1 lecture hall with seating capacity of 118.
  - 1 food service facility with 100 student seats.
  - 1 bookstore occupying 715 square feet.
  - 1 duplicating facility.
  - various storage and service areas.

Library and Learning Resources

- The combined library and learning resources areas represent 13.7 per cent of the total building square footage.

- The library contains 24,924 volumes, 1,211 microforms, and 5,911 audiovisual materials.

- One full-time library coordinator and one full-time assistant maintain the library with the support of four part-time aides.

- Library materials are available to the general public.

- One full-time supervisor monitors the Learning Laboratory with one full-time assistant and four part-time aides.

- The Learning Laboratory stores 121 computer software titles and has available twenty-four PC's, seven printers, one scanner, and a variety of other equipment.

- One part-time coordinator monitors the audio-visual lab and prepares visual materials upon request.

Continuing Education and Community Service

- College facilities are accessible to community groups on a "space available" basis.

- State agencies, community groups, and private industries are invited to use instructional and meeting areas when not in conflict with normal class use. Seventeen such events were scheduled during 1987-88.

- Both credit and noncredit courses are provided throughout the service region and may be scheduled at a var-

iety of locations according to community needs and preferences.

Financial Resources

- Revenues are provided from state, local, and private sources. Federal funds contribute to student financial aid programs. (Graph 2).
- A special state-funded Equipment Trust Fund provided over $150,000 for the modernization of instructional equipment in 1987-88.
- The Germanna Educational Foundation represents a private agency to receive and disburse funds for projects and needs not provided by state appropriations. Usual activities include fund raising, scholarships, and physical improvements.
- Germanna's 1987-88 budget increased by 2.8 per cent over 1986-87.
- In 1987-88 tuition revenue increased by 24.3 per cent over 1986-87 due to increased enrollments.
- The 1987-88 budget reflected a 5.6 per cent increase in Scholarships and Fellowships over 1986-87.

PART III

PLANNING FOR THE FUTURE

PLANNING FOR THE FUTURE

STRATEGY

The Report of the Committee on the Future of the Virginia Community College System, Toward the Year 2000, (November, 1988) has provided significant guidance for the identification of issues and recommendations vital to Germanna Community College's planning. A parallel of the categories used in the VCCS report has been adopted for development of this document.

The issues and recommendations following provide parameters, goals, and direction that will subsequently be used for follow-through with specific short-range and long-range strategies and actions. Effective outcomes from this planning document are contingent upon the realistic ability of the College faculty and staff to address the issues in their respective areas of responsibility. Each recommendation, therefore, is assigned to the individual who is to be responsible for coordinating and insuring that viable strategies and actions to address the goals of the master plan are ongoing.

Annually, no later than October 1 for the 1989-90 year and July 1 in subsequent years, the designated individual will develop and submit to the appropriate dean or the president the specific annual goals/objectives and strategies addressing the master plan. The respective deans and the president will review these annual plans as appropriate within the College organization and governance procedures and reach adoption of them expeditiously.

ISSUES AND RECOMMENDATIONS

This listing is not intended to designate any order of priority. Annual plans will establish priorities.

I. **THE STUDENTS:** Germanna Community College acknowledges that its students are the reason for its existence and that service to these students must be the primary concern of all who comprise the College's faculty, staff, and administration. To this end the College will

A. move toward increasing the amount and expanding the sources of financial aid. -- Director of Student Services.

B. study the need of students for transportation and child care services. -- Director of Student Services.

C. strengthen its enrollment management efforts including counseling and student support services through the integration of state-of-the-art technology to the degree permitted by available resources. -- Director of Student Services.

D. "develop aggressive outreach plans for disadvantaged [and handicapped] students, including earlier identification programs for junior high school students, and displaced workers, single parents, and veterans of military service." (Building Communities: A Vision For A New Century. League for Innovation in the Community College, Leadership Abstracts, Vol. 1, No. 12, July, 1988). -- Director of Student Services.

E. provide services and opportunities for academically talented individuals with particular emphasis on cooperative efforts with local high schools, enhancement of honors programs, and support for the local chapter of Phi Theta Kappa. -- Dean of Instruction and Student Services.

F. develop a procedure to insure accurate classification of students from entry to exit. -- Director of Student Services.

G. "develop a comprehensive first-year retention program for all full-time, part-time, and evening students, including orientation, advising, an 'early warning' system, career counseling, and mentoring arrangements." (Building Communities.) -- Director of Student Services.

H. implement the College's student affirmative action plan and devote special attention to programs and strategies that will reach minority students at both the college and pre-college levels. -- Director of Student Services.

II. **THE CURRICULUM:** Germanna Community College accepts the concept that an effective curriculum provides the conduit by which its students participate in a development process for the acquisition of academic, cultural, social, and civic values and skills necessary for a productive and self-fulfilling life. To provide an effective curriculum, the College will

A. reaffirm its mission and purpose statements with necessary modifications to remain current with changing societal and economic needs. -- President.

B. develop the general education components of curricula to provide students opportunities for cross-cultural studies and to increase skills and understandings for living and working in the international climate of the next decade and the Twenty-first Century. -- Dean of

Instruction and Student Services.

C. develop the general education components of curricula to provide students the following process skills: communicating effectively, solving problems independently, clarifying values and understanding their implications, effectively functioning within social institutions, understanding and utilizing science and technology, and using the area. -- Dean of Instruction and Student Services.

D. provide developmental programs, courses, and techniques that are student-need driven, have a demonstrated record of success, and are supported by adequate resources and current technology. -- Chairperson of Humanities, Social Sciences, and Developmental Studies Division.

E. create a small business consortium for the purpose of providing workplace literacy training and extending the initiation of agreements to provide workplace literacy training to all businesses and industries. -- Director of Continuing Education.

F. insure that occupational/professional standards recommended by occupational experts and local advisory boards are considered in the structure of occupational-/technical curricula. -- Dean of Instruction and Student Services.

G. insure that requirements of senior institutions serve as a basis for articulation of college transfer curricula. -- Dean of Instruction and Student Services.

III. THE COMMUNITY: Germanna Community College agrees that the community is an inseparable part of both its mission and

purpose. Hence, the College's commitment to the community is to

A. "provide a rich array of adult and continuing education programs to encourage lifelong learning and to help citizens meet their personal, civic, and career goals" (Toward the Year 2000, VCCS, 1988). - Director of Continuing Education.

B. make the facilities and personnel of the College available, where feasible, to provide specialized services to its service region. - Dean of Instruction and Student Services and Dean of Financial and Administrative Services.

C. further integrate the College within the infrastructure of its service region to promote a sharing and an exchange of resources. -- President.

IV. PARTNERSHIPS: Germanna Community College believes that it is a vital link in a statewide and lifelong personal, educational, and economic development process. It also believes that harmony among the several components is essential. Therefore, the College considers it necessary to

A. aid in promoting academic excellence with other regional educational institutions. - Dean of Instruction and Student Services.

B. facilitate continuation of the educational process for high school graduates via advanced placement and articulation agreements. -- Dean of Instruction and Student Services.

C. facilitate the transfer of students to four-year colleges through articulation agreements with special

consideration for predominantly black institutions. -- Dean of Instruction and Student Services.

D. participate in the VCCS educational telecommunications network to provide expanded educational opportunities for students and faculty. - Coordinator of Library Services.

E. promote the economic well-being of its service region by developing business/industry partnerships and by encouraging higher education consortium arrangements. -- President.

V. **THE CLASSROOM AND INSTRUCTION:** Fulfillment of the College's mission is contingent upon providing effective teaching and learning experiences. Maintaining instructional excellence will require that the College

A. insure that good teaching is its hallmark, "with students encouraged to be active, cooperative learners through the teaching process." (Building Communities: A Vision for a New Century, League for Innovation in the Community College, Leadership Abstracts, Vol. 1, No. 12, July, 1988). -- Dean of Instruction and Student Services.

B. restrict "class size in core curriculum and developmental courses...". (Building Communities). -- Dean of Instruction and Student Services.

C. Encourage "all members of the faculty in the core academic program ... continually [to] strengthen the literacy skills of their students." (Building Communities). -- Dean of Instruction and Student Services.

D. "...define the role of the faculty member as a classroom researcher -- focusing evaluation on instruction and making a clear connection between what the teacher teaches and how students learn." (Building Communities). -- Dean of Instruction and Student Services.

E. develop a plan for the incorporation of all kinds of instructional techniques including telecommunication utilization in faculty workloads and for the preparation of faculty to use these techniques. -- Dean of Instruction and Student Services.

F. identify areas of specialization in the creation, delivery, and/or use of telecommunications which may be appropriate for the College to pursue. -- Dean of Instruction and Student Services.

G. foster citizenship and ethical responsibility through the inclusion of basic information on cultures, values, geography, history, and national, state, and local government. -- Dean of Instruction and Student Services.

VI. THE FACULTY AND STAFF: The faculty and staff are components upon which all colleges rely, and Germanna is no exception. To maintain high quality faculty and staff the College will

A. develop a plan to identify and recruit the best qualified faculty and staff and to address needs for additional personnel and replacement of retiring employees. -- Dean of Instruction and Student Services.

B. prepare a program to recruit faculty and staff from minority groups and which includes advancement oppor-

tunities and stresses awareness of minority needs. -- Affirmative Action Officer.

C. provide opportunities, including financial resources, for faculty and staff professional development and reneval. -- President.

D. maintain a sound base of full-time faculty by increasing the number of positions and assessing full-time/part-time faculty mix. -- Dean of Instruction and Student Services.

E. assess its policies and procedures "regarding the selection, orientation, compensation, evaluation, renewal, and use of part-time faculty" and of full-time faculty. (Toward the Year 2000, VCCS, 1988). -- Dean of Instruction and Student Services.

VII. MARKETING AND RECRUITMENT PROGRAMS: Germanna Community college recognizes the need to initiate comprehensive, professional marketing strategies. To address this area the College will

A. establish an alumni organization. -- Director of Student Services.

B. initiate and implement a proactive, positive relationship with media persons from newspapers and radio stations located throughout its service region. -- Assistant to the President.

C. develop a comprehensive publications package explaining College programs and services to prospective students. -- Assistant to the President.

D. establish a central clearinghouse at the College (the Office of Public Relations) to provide information that

is to be distributed to various publics and news agencies on behalf of faculty, students, and staff. -- Assistant to the President.

E. initiate timely advertising strategies, within the confines of VCCS guidelines, designed to increase public awareness of, and participation in, the College's classes and activities. -- Assistant to the President.

F. schedule activities in concert with VCCS to enhance the stature of a community college. -- Assistant to the President.

G. conduct marketing research to be used in the development of current and future marketing plans. --Institutional Research Officer.

VIII. FACILITIES: Since opening nearly twenty years ago, Germanna Community College has had no additions to its physical plant. The College is still in Phase I of its original design plan and needs to expand in several areas. At this time it is particularly critical to:

A. update the master site plan -- President and Dean of Financial and Administrative Affairs.

B. "update [existing] facilities to meet needs created by changes in the curriculum, student demographics, and advanced technology" (Toward the Year 2000, VCCS, 1988). - Division Chairpersons and both Deans.

C. establish short-term and long-range plans for renovation and/or replacement of roofs, carpets, mechanical systems, etc. -- Dean of Financial and Administrative Services.

D. determine additional locations (campuses, educational

centers, classroom space) to compensate for increased enrollments, changing traffic patterns, shifting population centers, and underserved populations. -- President.

E. proceed with planning for construction of a Fredericksburg area campus and with determining the future of the community-based, off-campus initiative in Fauquier County. -- President.

F. prepare a disaster recovery plan to secure college records and ensure operational continuity. -- Both Deans.

IX. RESOURCES: Germanna Community College funding has trailed enrollments with serious consequences regarding its ability to maintain desired service levels which match its mission statement. State funding policies are beyond the scope of local colleges. To maximize resources, the College will

A. assess the impact of off-campus and second campus programs on the main campus to insure that students and programs at the main campus are not adversely affected. -- President.

B. develop and implement a long-range administrative reorganization that will provide adequate personnel and resources for expanded facilities and off-campus initiatives. -- President.

C. develop requirements for the implementation of telecommunication capabilities or other alternative systems of delivering educational services at existing and future sites. --Dean of Instruction and Student Services.

D. Seek changes in the funding policies through appropriate channels. -- President.

E. increase the Germanna Educational Foundation assets as a resource to support the College's programs by establishing annual objectives. -- President.

F. increase resources for institutional research and assessment. -- President.

G. employ and/or cross-train personnel to provide continuity of instructional and administrative functions. -- President and both Deans.

H. establish a standing committee to administer computer resources; standare computer software within the academic area and within the administrative area; and provide appropriate training programs for the users. -- Both Deans.

I. establish a high quality duplicating center which includes long-run and graphic capabilities. -- Dean of Financial and Administrative Services.

J. develop a procedure to prioritize the replacement of outdated or inadequate equipment in both the instructional and administrative areas. - Both Deans.

K. study the use of volunteers as a resource for the College. -- Institutional Research Officer.

X. ASSESSMENT AND ACCOUNTABILITY: Germanna Community College recognizes the importance of evaluating its effectiveness and of using the results in a broad-based, continuous, planning process. Thus, the College will

A. refine and enhance its assessment plan for the purpose of increasing institutional effectiveness. -- Dean of

Instruction and Student Services.

B. use procedures established by the Assessment Plan to evaluate and improve instructional programs and services of the College. -- Dean of Instruction and Student Services.

C. develop an ongoing system of research to provide the instructional programs and service of the College the necessary information for their evaluation and improvement. -- Institutional Research Officer.

D. insure broad-based involvement of faculty, staff, administration, and students in the planning and evaluation process. -- President.

XI. LEADERSHIP TOWARD THE YEAR 2000: Leadership into the next century will require the College to

A. adopt a participative management style with emphasis on communication among faculty, staff, students, administrators, Local College Board, and advisory boards. - President.

B. establish an effective on-going system of communication among administrators, faculty, staff, and students. -- President.

C. identify and staff new leadership positions to support the College's initiatives. - President.

D. provide for professional development and assessment of those in leadership positions. - President.

E. investigate procedures for increasing the stability of the administrative organization including clear definition of positions and accountability for job performance. - President.

VCCS MASTER PLAN RECOMMENDATIONS

In addition to the above issues and recommendations, the following recommendations from the VCCS Master Plan, Toward the Year 2000, have been identified as particularly relevant to Germanna Community College. Although the College supports all of the recommendations of the VCCS Master Plan, it strongly endorses the following in particular.

1. Maintain student tuition and fees at the lowest level possible.
2. Expand and improve services for those individuals who have been underserved by higher education.
3. Develop strategically placed centers at selected community colleges which give special attention to the needs of handicapped or disabled individuals.
4. Cooperate with the State Department of Education to study the state standards of learning as they change and to plan for curriculum revision at the college level.
5. Refer students identified as reading below the fifth grade level, or with acute mathematical deficiencies, to local literacy providers, to community college programs designed for that level, or to other appropriate agencies.
6. Develop an agreement with the regional literacy coordinating committee in its area specifying the college's involvement in literacy services for the region.
7. Request that the General Assembly establish the eligibility of the three areas of community service programming for state funding as set forth in the VCCS Master

Plan.

8. Take the lead in building additional partnerships with community agencies, organizations, and governments which promote increased community leadership and citizenship and which assist with the elimination of community problems such as illiteracy, unemployment, and underemployment.

9. Establish a program of Chancellor's Commonwealth Professor appointments.

10. Establish statewide cooperative centers of instructional specialization at various community colleges in regard to telecommunication technology.

11. Seek to have facilities that support the community service mission assigned a higher priority than in the past.

12. Strive to assure that the maintenance reserve fund is adequately funded.

13. Continue to request funds from the General Assembly as a single system, (i.e., VCCS).

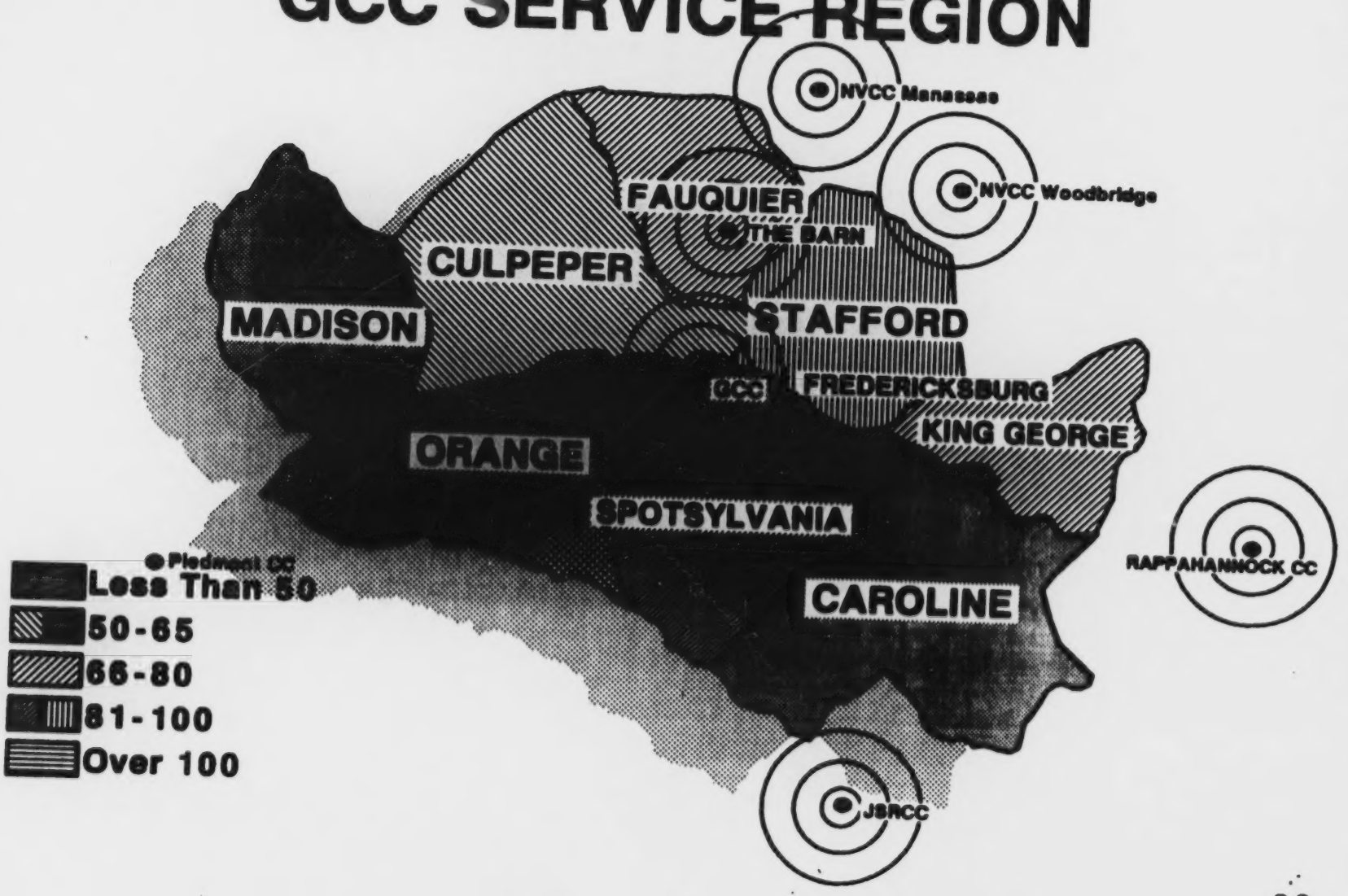
The College also supports the remaining portions of the VCCS master plan.

APPENDICES

MAP

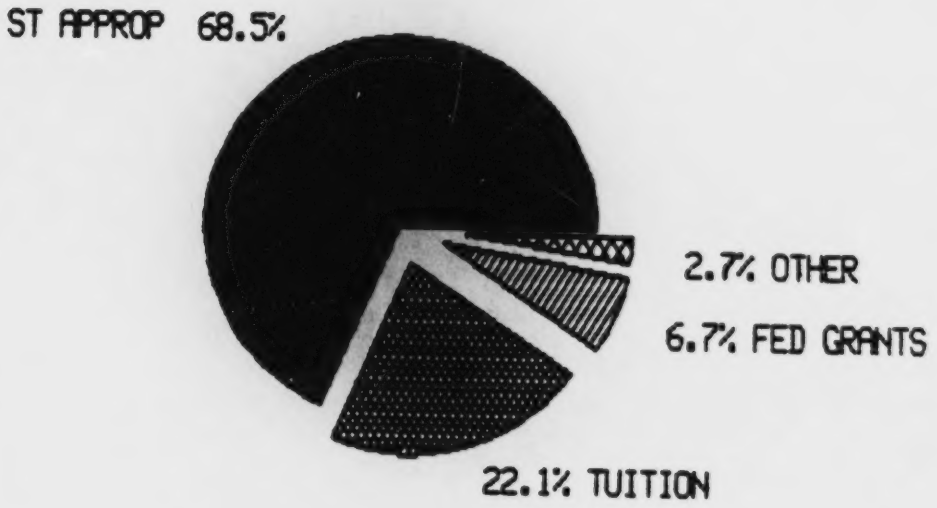
TABLES AND GRAPHS

GCC SERVICE REGION



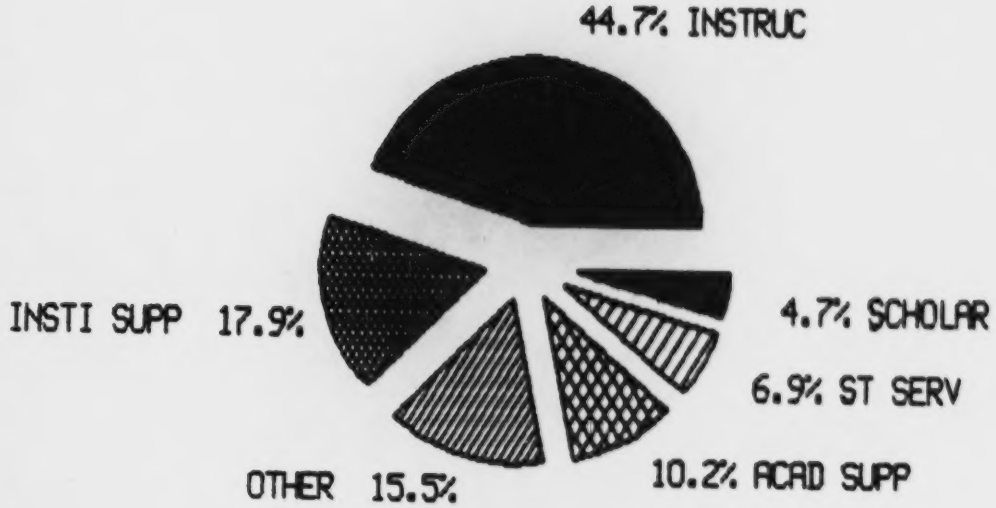
Map 1

GERMANNA COMMUNITY COLLEGE
REVENUE SOURCES
1987-88



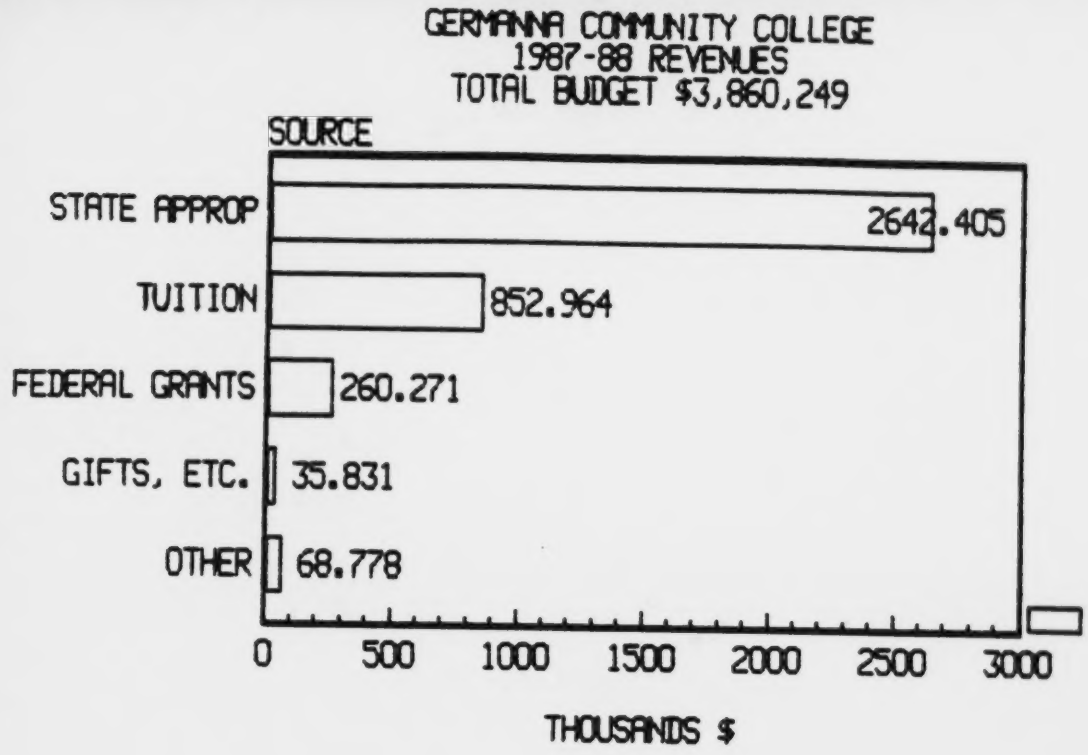
TOTAL BUDGET $3,860,249

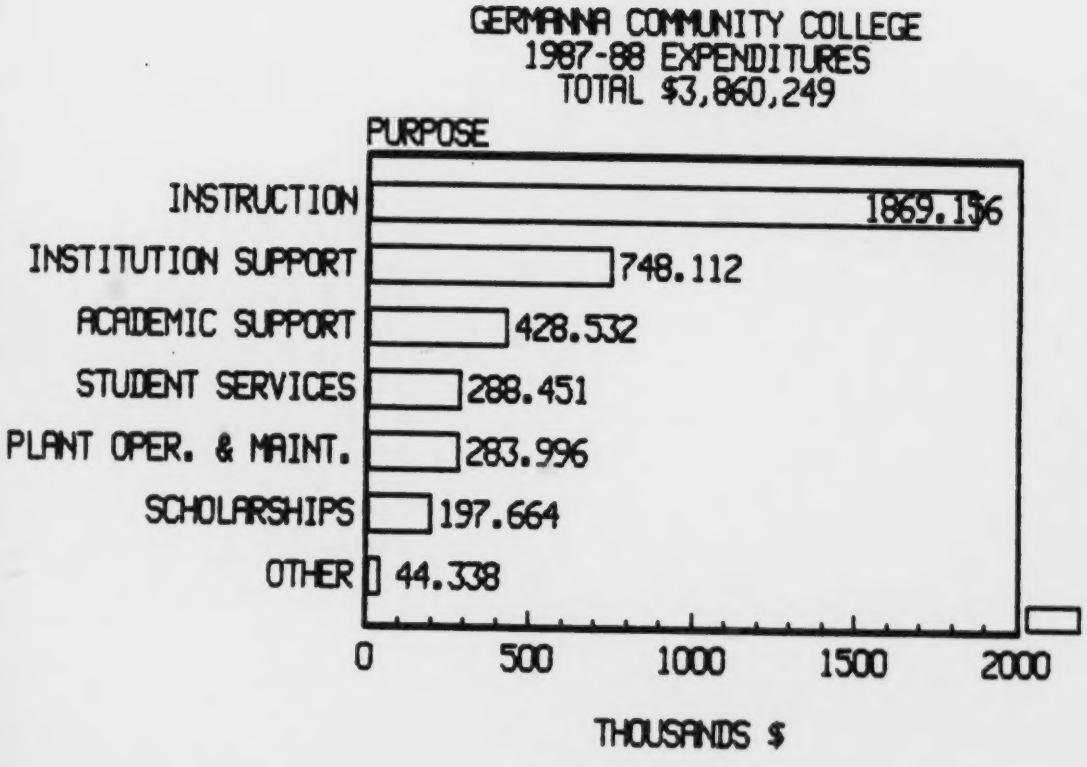
GERMANNA COMMUNITY COLLEGE
EXPENDITURES
1987-88



TOTAL BUDGET $3,860,249

Graph 1


GERMANNA COMMUNITY COLLEGE
1987-88 REVENUES
TOTAL BUDGET $3,860,249
SOURCE
STATE APPROP
2642.405
TUITION
852.964
FEDERAL GRANTS
260.271
GIFTS, ETC.
35.831
OTHER
68.778
0
500
1000
1500
2000
2500
3000
THOUSANDS $


GERMANNA COMMUNITY COLLEGE
1987-88 EXPENDITURES
TOTAL $3,860,249
PURPOSE
INSTRUCTION
1869.156
INSTITUTION SUPPORT
748.112
ACADEMIC SUPPORT
428.532
STUDENT SERVICES
288.451
PLANT OPER. & MAINT.
283.996
SCHOLARSHIPS
197.664
OTHER
44.338
0
500
1000
1500
2000
THOUSANDS $

Graph 2

Table 1

GERMANNA COMMUNITY COLLEGE
SERVICE REGION AREA
BY SECTOR

EAST			WEST	
COUNTY		SQ. MILES	COUNTY	SQ. MILES
CAROLINE	•	275.0	CULPEPER	389.0
FREDERICKSBURG		10.5	FAUQUIER •	330.0
KING GEORGE	•	91.5	MADISON	327.0
SPOTSYLVANIA		406.5	ORANGE	355.0
STAFFORD		277.0		
TOTAL		1060.5		1401.0

• Shared County

SOURCE: County Road Map Atlas
Virginia Dept. of Highways and Transportation 1/1/79
(Includes 4.6 square miles annexed from Spotsylvania to Fredericksburg)

File Name: Table-1

Table 2

GERMANNA COMMUNITY COLLEGE
SERVICE AREA POPULATIONS

YEAR	*CAR	CULP	*FAUQ	*K G	MAD	ORG	SPOTS	STAF	FRED	TOTAL
1970	6963	18218	13187	4020	8638	13792	16424	24587	14450	120279
1971	7250	18900	13800	4150	8900	14700	17900	25600	14700	125900
1972	7500	19200	14050	4200	9200	15000	18800	26700	15000	129650
1973	7600	19700	14700	4350	9700	15500	19600	28100	15900	135150
1974	7950	20500	15000	4450	9900	16100	21700	29800	16200	141600
1975	8300	21000	15200	4600	10000	16300	23700	31100	16200	146400
1976	8500	21500	15750	4750	10000	17100	25500	32900	16100	152100
1977	8800	21900	16350	4850	10000	17600	28700	35000	16200	159400
1978	9000	22700	17150	4950	10300	17600	31500	37700	16100	167000
1979	9200	22900	17600	5100	10300	18000	33300	39300	16000	171700
1980	8952	22620	17945	5272	10232	18063	34435	40470	15322	173311
1981	8950	22800	18300	5300	10200	18200	35700	42100	15500	177050
1982	9150	22800	18750	5350	10200	18600	33700	44100	18100	180750
1983	9200	22900	19150	5400	10300	18600	34200	45400	18400	183350
1984	9450	23300	19450	5550	10600	18900	35700	47100	18800	188850
1985	9400	23700	20050	5850	10600	19200	37500	48300	19100	193700
1986	9951	25032	20713	5899	10988	20170	45604	49677	19440	207441
1987	10146	25480	21268	6042	11108	20606	47748	51497	19780	213675
1988	10344	25943	21848	6195	11269	21063	49968	53390	20120	220140
1989	10549	26423	22460	6351	11432	21534	52268	55365	20460	226842
1990	10300	25400	22650	6400	11200	20900	47000	56700	20800	221350
1995	10850	26400	24400	6950	11600	21900	53500	63600	21800	241000
2000	11350	27400	26100	7500	12000	22900	60000	70400	22800	260450
2010	12400	29400	29550	8600	12800	24900	73000	84100	24800	299550
2020	13450	31400	33000	9700	13600	26900	86000	97800	26800	338650
2030	14500	33400	36450	10800	14400	28900	99000	111500	28800	377750

Source: Virginia Statistical Abstract, 1987 edition, Center for Public Service
University of Virginia, 1987

Note: 1986-89 figures taken from VCCS population projections (except Fredericksburg)

* = Shared County (One-half population used)

File Name: TABLE-2

Table 3

GERMANNA COMMUNITY COLLEGE
SECTOR POPULATION PROJECTIONS

COUNTY	1980	1985	1990	1995	2000	2010	2020	2030
•CAROLINE	8952	9400	10300	10850	11350	12400	13450	14500
• K G	5272	5850	6400	6950	7500	8600	9700	10800
SPOTSYLVANIA	34435	37500	47000	53500	60000	73000	86000	99000
STAFFORD	40470	48300	56700	63600	70400	84100	97800	111500
FREDERICKSBURG	15322	19100	20800	21800	22800	24800	26800	28800
SUBTOTAL	104451	120150	141200	156700	172050	202900	233750	264600
% OF TOTAL	60.27%	62.03%	63.79%	65.02%	66.06%	67.73%	69.02%	70.05%
CULPEPER	22620	23700	25400	26400	27400	29400	31400	33400
•FAUQUIER	17945	20050	22650	24400	26100	29550	33000	36450
MADISON	10232	10600	11200	11600	12000	12800	13600	14400
ORANGE	18063	19200	20900	21900	22900	24900	26900	28900
SUBTOTAL	68860	73550	80150	84300	88400	96650	104900	113150
% OF TOTAL	39.73%	37.97%	36.21%	34.98%	33.94%	32.27%	30.98%	29.95%
TOTAL	173311	193700	221350	241000	260450	299550	338650	377750

• = SHARED COUNTY

SOURCE: VIRGINIA STATISTICAL ABSTRACT, 1987 EDITION
CENTER FOR PUBLIC SERVICE, UNIV. OF VIRGINIA, 1987

File Name: Table-3

Table 4

GERMANNA COMMUNITY COLLEGE
ENROLLMENT POTENTIAL
POPULATION PROJECTIONS BY AGE - 2000

AGE	VIRGINIA STATE	% TOTAL	TOTAL	% TOTAL	GERMANNA EAST	% TOTAL	WEST	% TOTAL
0-4	461830	6.93	21380	8.21	14815	8.61	6565	7.42
5-9	424030	6.36	20040	7.69	13850	8.05	6190	7.00
10-14	423170	6.35	19020	7.30	12760	7.42	6260	7.08
15-17	230320	3.46	9611	3.69	6668	3.87	2943	3.33
PRE-COLL	1539350	23.10	70051	26.89	48093	27.95	21958	24.83
17-19	230320	3.46	9609	3.69	6667	3.87	2942	3.33
20-24	546440	8.20	21055	8.08	15685	9.11	5370	6.07
FULL-TIME	776760	11.66	30664	11.77	22352	12.99	8312	9.40
25-29	458330	6.88	18485	7.10	12800	7.44	5685	6.43
30-34	438660	6.58	16620	6.38	10925	6.35	5695	6.44
35-39	528590	7.93	19485	7.48	12585	7.31	6900	7.80
40-44	540670	8.11	17810	6.84	11075	6.44	6735	7.61
45-49	505280	7.58	18090	6.94	11725	6.81	6365	7.20
50-54	463950	6.96	18565	7.13	12260	7.12	6305	7.13
55-59	355560	5.34	13985	5.37	8960	5.21	5025	5.68
PART-TIME	3291040	49.38	123040	47.23	80330	46.68	42710	48.29
60-64	268070	4.02	10460	4.01	6475	3.76	3985	4.51
65-69	225750	3.39	8375	3.21	4880	2.84	3495	3.95
70-74	205700	3.09	6935	2.67	4040	2.35	2915	3.30
75-79	171360	2.57	5325	2.04	2965	1.72	2360	2.67
80-84	116220	1.74	3535	1.36	1885	1.10	1650	1.87
85+	70170	1.05	2120	0.81	1060	0.62	1060	1.20
OVER 59	1057270	15.86	36770	14.11	21305	12.38	15465	17.49
TOTAL	6664420	100.00	260525	100.00	172080	100.00	88445	100.00

SOURCE: VIRGINIA POPULATION PROJECTIONS 2000
Virginia Department of Planning and Budgeting, October, 1986

File Name: Table-4

Table 4A
GERMANNA COMMUNITY COLLEGE
POPULATION PROJECTIONS
YEAR 2000

AGE	CUL	FAUQ	MAD	ORG	TOTAL
0-4	2070	1955	830	1710	6565
5-9	2010	1730	790	1660	6190
10-14	1960	1820	900	1580	6260
15-19	1870	1685	810	1520	5885
20-24	1730	1610	720	1310	5370
25-29	1770	1645	790	1480	5685
30-34	1850	1695	690	1460	5695
35-39	2040	2130	940	1790	6900
40-44	2140	2005	890	1700	6735
45-49	1890	2095	740	1640	6365
50-54	1910	1955	930	1510	6305
55-59	1460	1695	640	1230	5025
60-64	1170	1205	590	1020	3985
65-69	1050	995	490	960	3495
70-74	870	775	450	820	2915
75-79	730	560	360	710	2360
80-84	550	350	230	520	1650
85+	350	200	210	300	1060
TOTAL	27420	26105	12000	22920	88445

AGE	CAR	KG	SPOTS	STAF	FRED	TOTAL
0-4	865	600	6480	5540	1330	14815
5-9	830	540	6360	4910	1210	13850
10-14	845	595	4980	5270	1070	12760
15-19	770	515	4050	5460	2540	13335
20-24	720	515	3960	6720	3770	15685
25-29	765	545	4200	5440	1850	12800
30-34	795	490	4070	4590	980	10925
35-39	865	610	4340	5180	1590	12585
40-44	920	495	4020	4270	1370	11075
45-49	830	535	4430	4530	1400	11725
50-54	725	525	4190	5510	1310	12260
55-59	630	440	2920	4070	900	8960
60-64	455	320	1940	3040	720	6475
65-69	390	260	1320	2190	720	4880
70-74	380	200	1160	1640	660	4040
75-79	295	180	770	1080	640	2965
80-84	180	95	550	600	460	1885
85+	90	50	260	370	290	1060
TOTAL	11350	7510	60000	70410	22810	172080

SOURCE: VIRGINIA POPULATION PROJECTIONS 2000
Virginia Department of Planning and Budgeting,
October, 1986

TABLE 5

GERMANNA COMMUNITY COLLEGE
SERVICE REGION EMPLOYERS

As of 2nd quarter, 1987

NO. OF EMP.	CAR	CULP	FAUQ	K G	MAD	ORG	SPOTS	STAF	FRED	TOTAL
10 OR LESS	226	481	900	167	183	336	505	490	738	4026
% OF COUNTY	78.7%	78.9%	80.6%	76.6%	86.3%	78.3%	75.9%	77.7%	72.6%	77.6%
11 - 25	28	65	134	29	17	51	89	83	157	653
% OF COUNTY	9.8%	10.7%	12.0%	13.3%	8.0%	11.9%	13.4%	13.2%	15.5%	12.6%
26 - 50	18	31	48	8	6	21	38	41	61	272
% OF COUNTY	6.3%	5.1%	4.3%	3.7%	2.8%	4.9%	5.7%	6.5%	6.0%	5.2%
51 - 100	9	12	19	7	4	6	19	11	26	113
% OF COUNTY	3.1%	2.0%	1.7%	3.2%	1.9%	1.4%	2.9%	1.7%	2.6%	2.2%
101 - 250	3	16	12	5	1	11	11	4	27	90
% OF COUNTY	1.0%	2.6%	1.1%	2.3%	0.5%	2.6%	1.7%	0.6%	2.7%	1.7%
OVER 250	3	5	4	2	1	4	3	2	7	31
% OF COUNTY	1.0%	0.8%	0.4%	0.9%	0.5%	0.9%	0.5%	0.3%	0.7%	0.6%
TOTAL	287	610	1117	218	212	429	665	631	1016	5185
% OF TOTAL	5.5%	11.8%	21.5%	4.2%	4.1%	8.3%	12.8%	12.2%	19.6%	100.0%

File Name: Table-5

Table 6
GERMANNA COMMUNITY COLLEGE
SERVICE REGION EMPLOYMENT

COUNTY	AGRI FOREST FISH	MINE	CONST	MFG	TRANS	W'SLE	RET'L	FIN INS R/E	SERV	PUB ADMIN	NO CLASS	TOTAL
CAROLINE												
NO. FIRMS	4	2	58	30	19	10	66	18	65	13	2	287
EMPLOYEES	16	17	535	872	304	57	571	191	822	523	7	3915
CULPEPER												
NO. FIRMS	24	1	103	32	38	31	132	40	171	38		610
EMPLOYEES	205	8	1199	1598	646	479	1972	360	2714	385		9566
FAUQUIER												
NO. FIRMS	65	0	271	27	47	43	178	65	389	28	4	1117
EMPLOYEES	639	0	2217	1045	407	381	2181	691	4094	1221	18	12894
KING GEORGE												
NO. FIRMS	4	0	43	13	16	6	43	11	71	11		218
EMPLOYEES	55	0	259	385	166	140	367	98	1359	3236		6065
MADISON												
NO. FIRMS	10	0	53	20	14	10	40	7	48	10		212
EMPLOYEES	54	0	178	433	57	91	302	22	580	75		1792
ORANGE												
NO. FIRMS	12	0	94	27	21	17	108	25	112	13		429
EMPLOYEES	92	0	496	2347	235	171	1172	99	1611	247		6470
SPOTSYLVANIA												
NO. FIRMS	12	1	184	28	43	32	150	31	162	20	2	665
EMPLOYEES	76	0	1383	1484	620	503	2686	173	2695	211	8	9839
STAFFORD												
NO. FIRMS	13	1	198	24	42	25	124	30	156	18		631
EMPLOYEES	112	32	1328	338	442	206	2742	153	2913	248		8514
FREDERICKSBURG												
NO. FIRMS	10	2	114	45	28	52	254	97	375	33	6	1016
EMPLOYEES	67	27	1403	1615	578	546	5754	839	5395	526	33	16783
TOTAL												
NO. FIRMS	154	7	1118	246	268	226	1095	324	1549	184	14	5185
EMPLOYEES	1316	84	8998	10117	3455	2574	17747	2826	22183	6672	66	75838

Source: Virginia Employer Data Management and Reporting System
Second Quarter, 1987

File Name: Table-6

Table 7

GERMANNA COMMUNITY COLLEGE
TOTAL EMPLOYEES BY EMPLOYEE RANGE

COUNTY	<11	11-25	26-50	51-100	101-250	>250	TOTAL
CAROLINE							
NO. OF FIRMS	226	28	18	9	3	3	287
TOTAL EMPLOYEES	714	439	638	723	338	1063	3915
CULPEPER							
NO. OF FIRMS	481	65	31	12	16	5	610
TOTAL EMPLOYEES	1678	1091	1168	872	2559	2198	9566
FAUQUIER							
NO. OF FIRMS	900	134	48	19	12	4	1117
TOTAL EMPLOYEES	3036	2158	1798	1315	1773	2814	12894
KING GEORGE							
NO. OF FIRMS	167	29	8	7	5	2	218
TOTAL EMPLOYEES	575	538	240	509	734	3469	6065
MADISON							
NO. OF FIRMS	183	17	6	4	1	1	212
TOTAL EMPLOYEES	531	289	231	281	196	264	1792
ORANGE							
NO. OF FIRMS	336	51	21	6	11	4	429
TOTAL EMPLOYEES	1204	865	733	414	1576	1678	6470
SPOTSYLVANIA							
NO. OF FIRMS	505	89	38	19	11	3	665
TOTAL EMPLOYEES	1945	1467	1249	1422	1703	2053	9839
STAFFORD							
NO. OF FIRMS	490	83	41	11	4	2	631
TOTAL EMPLOYEES	1725	1358	1477	743	514	2697	8514
FREDERICKSBURG							
NO. OF FIRMS	738	157	61	26	27	7	1016
TOTAL EMPLOYEES	2762	2524	2207	1919	3992	3379	16783
TOTAL							
NO. OF FIRMS	3288	496	211	87	63	24	4169
TOTAL EMPLOYEES	11408	8205	7534	6279	9393	16236	59055

Source: Virginia Employer Data Management and Reporting System
Second Quarter, 1987

File Name: Table-7

Table 8

As of 1-4-89

GERMANNA COMMUNITY COLLEGE
DEGREE PROGRAM STRUCTURE

	CLUSTER	DEGREE	DEGREE PROGRM	NCES CODE	MAJOR	VCCS CODE
COLLEGE TRANSFER	X					
ASSOCIATE IN ARTS & SCIENCES (AA&S)		X				
ARTS & SCIENCES			X	24.0198		
BUSINESS ADMINISTRATION					X	1216
EDUCATION					X	1624
LIBERAL ARTS					X	1650
GENERAL STUDIES					X	1697
SCIENCE					X	1881
BUSINESS TECHNOLOGY	X					
ASSOCIATE IN APPLIED SCIENCE (AAS)		X				
BUSINESS MANAGEMENT			X	06.0101		
ACCOUNTING					X	1203
BANKING AND FINANCE					X	1211
MANAGEMENT					X	1212
MARKETING					X	1251
REAL ESTATE					X	1272
DATA PROCESSING			X	07.0301		
DATA PROCESSING					X	1209
COMPUTER INFORMATION SYSTEMS					X	1234
• BUSINESS & OFFICE			X	07.0601		
SECRETARIAL SCIENCE					X	1276
OFFICE SYSTEMS TECHNOLOGY					X	1294
ENGINEERING & INDUSTRIAL TECHNOLOGY	X					
ASSOCIATE IN APPLIED SCIENCE (AAS)		X				
ELECTRICAL/ELECTRONICS ENGINEERING			X	15.0399		
ELECTRONICS					X	1981
• VEHICLE & EQUIPMENT			X			
AUTOMOTIVE					X	1909

Table 8

As of 1-4-89

GERMANNA COMMUNITY COLLEGE
DEGREE PROGRAM STRUCTURE

	*	CLUSTER	DEGREE	DEGREE PROGRM	NCES CODE	MAJOR	VCCS CODE
HEALTH TECHNOLOGY	*	X					
ASSOCIATE IN APPLIED SCIENCE (AAS)	*		X				
NURSING	*			X	18.1101		
NURSING	*					X	156
PUBLIC SERVICE TECHNOLOGY	*	X					
ASSOCIATE IN APPLIED SCIENCE (AAS)	*		X				
PROTECTIVE SERVICES	*			X	43.9999		
POLICE SCIENCE	*					X	464

* Discontinued

GERMANNA COMMUNITY COLLEGE

CERTIFICATE PROGRAMS

CERTIFICATES	*	CLUSTER	DEGREE	DEGREE PROGRM	NCES CODE	MAJOR	VCCS CODE
AUTOMOTIVE TUNE-UP	*				47.0699		910
CAREER STUDIES	*				17.0499		221
CLERICAL STUDIES	*				07.0601		218
DRAFTING	*				15.0899		922
ELECTRICAL/ELECTRONICS	*				15.0399		943
SMALL BUSINESS MANAGEMENT	*				06.0101		232

File Name: Table-8

Table 9

GERMANNA COMMUNITY COLLEGE
FALL TERM ENROLLMENTS

YEAR	HEAD COUNT	AMOUNT CHANGE	% CHANGE	FTE	AMOUNT CHANGE	% CHANGE
1971	863					
1972	864	1	0.1%	546		
1973	860	-4	-0.5%	546	0	0.0%
1974	913	53	6.2%	542	-4	-0.7%
1975	1000	87	9.5%	602	60	11.1%
1976	1043	43	4.3%	606	4	0.7%
1977	1138	95	9.1%	591	-15	-2.5%
1978	1028	-110	-9.7%	569	-22	-3.7%
1979	1259	231	22.5%	658	89	15.6%
1980	1216	-43	-3.4%	668	10	1.5%
1981	1555	339	27.9%	770	102	15.3%
1982	1643	88	5.7%	810	40	5.2%
1983	1903	260	15.8%	878	68	8.4%
1984	1758	-145	-7.6%	796	-82	-9.3%
1985	1753	-5	-0.3%	745	-51	-6.4%
1986	2212	459	26.2%	899	154	20.7%
1987	2263	51	2.3%	1046	147	16.4%
1988	2282	19	0.8%	1040	-6	-0.6%

SOURCE: Ridge, Richard, A STUDY OF ENROLLMENT TRENDS AND THE COMMUNITY SERVED BY GERMANNA COMMUNITY COLLEGE, 1979 (1971-1979)

VCCS TABLE 15

File Name: Table 9

Table 10

GERMANNA COMMUNITY COLLEGE
COMPARATIVE STUDENT PROFILE

FALL 1988 TO FALL 1981

CATEGORY	FALL 81	% OF TOTAL	FALL 88	% OF TOTAL	DIFF.	% DIFF.
HEADCOUNT	1555	100.0%	2282	100.0%	727	46.8%
FTE	770	100.0%	1040	100.0%	270	35.1%
MALE	597	38.4%	735	32.2%	138	23.1%
FEMALE	958	61.6%	1547	67.8%	589	61.5%
FULL-TIME	448	28.8%	513	22.5%	65	14.5%
PART-TIME	1107	71.2%	1769	77.5%	662	59.8%
DAY	759	48.8%	1035	45.4%	276	36.4%
NIGHT	796	51.2%	1247	54.6%	451	56.7%
WHITE	1400	90.0%	2071	90.8%	671	47.9%
BLACK	133	8.6%	172	7.5%	39	29.3%
AM. IND/ALASK	1	8.6%	6	0.3%	5	500.0%
ASIAN/PACIFIC	11	0.1%	10	0.4%	-1	-9.1%
HISPANIC	7	0.7%	18	0.8%	11	157.1%
OTHER	3	0.5%	5	0.2%	2	66.7%
FRESHMAN	768	49.4%	554	24.3%	-214	-27.9%
RETURNING	767	49.3%	1335	58.5%	568	74.1%
TRANSFER	20	1.3%	393	17.2%	373	1865.0%
DEVELOPMENTAL	-		0	0.0%		
OCCUP/TECH	541	34.8%	694	30.4%	153	28.3%
COLLEGE TRANS	330	21.2%	501	22.0%	171	51.8%
UNCLASSIFIED	684	44.0%	1127	49.4%	443	64.8%

File Name: Table-10

Table 11

BERKSHIRE COMMUNITY COLLEGE
DEGREE PROGRAM ENROLLMENTS

	CATEGORY							1987-88					1988-89			
	CLUSTER	DEGREE	DEGREE PROGRAM	NCES CODE	MAJOR	VCCS CODE	F-T	P-T	TOTAL	FTES	PROG CHGD	F-T	P-T	TOTAL	FTES
COLLEGE TRANSFER	X														
ASSOCIATE IN ARTS & SCIENCES (AAS)		X													
ARTS & SCIENCES			X	24.0199											
BUSINESS ADMINISTRATION					X	216	74	113	187	117		79	114	193	122
Fresh							56	83	139	88		61	96	157	98
Soph							18	30	48	29	30	18	18	36	24
EDUCATION					X	624	44	54	98	61		49	49	98	68
Fresh							34	40	74	47		41	40	81	57
Soph							10	14	24	14	17	8	9	17	11
LIBERAL ARTS					X	650	27	21	48	36		17	16	33	24
Fresh							25	20	45	34		17	13	30	22
Soph							2	1	3	2	2	0	3	3	1
GENERAL STUDIES					X	697	59	64	123	81		54	84	138	83
Fresh							53	45	98	69		30	71	121	76
Soph							6	19	25	12	14	4	13	17	7
SCIENCE					X	881	17	23	40	25		27	18	45	36
Fresh							12	15	27	18		22	14	36	29
Soph							5	8	13	8	7	5	4	9	7
BUSINESS TECHNOLOGY	X														
ASSOCIATE IN APPLIED SCIENCE (AAS)		X													
BUSINESS MANAGEMENT			X	05.0101											
ACCOUNTING					X	203	9	46	55	23		8	69	77	29
Fresh							8	41	49	21		6	60	66	24
Soph							1	5	6	2	4	2	9	11	5
BANKING AND FINANCE					X	211	1	9	10	3		0	10	10	3
Fresh							1	8	9	3		0	9	9	3
Soph							0	1	1	0	0	0	1	1	1
MANAGEMENT					X	212	29	159	188	81		31	183	214	90
Fresh							20	122	142	58		26	139	165	77
Soph							9	37	46	23	17	5	24	29	13
MARKETING					X	251	2	6	8	4					
Fresh							2	6	8	4					
Soph							0	0	0	0	0				

Table 11

GEORGIA COMMUNITY COLLEGE
DEGREE PROGRAM ENROLLMENTS

	CATEGORY						1987-88					1988-89			
	CLUSTER	DEGREE	DEGREE PROGRAM	NCES CODE	MAJOR	VCCS CODE	F-T	P-T	TOTAL	FTES	PROG GRAD	F-T	P-T	TOTAL	FTES
REAL ESTATE					X	272	1	38	39	10					
Fresh							1	38	39	10					
Soph							0	0	0	0	0				
DATA PROCESSING			X	07.0301											
DATA PROCESSING					X	209	15	61	76	35		25	119	144	63
Fresh							11	43	54	25		20	99	119	51
Soph							4	18	22	10	3	5	20	25	12
COMPUTER INFORMATION SYSTEMS					X	234	13	34	47	25					
Fresh							13	32	45	23					
Soph							0	2	2	1	5				
* BUSINESS & OFFICE			X	07.0601											
SECRETARIAL SCIENCE					X	276	1	15	16	6		9	23	32	16
Fresh							1	11	12	12		7	21	28	14
Soph							0	4	4	4	1	2	2	4	3
OFFICE SYSTEMS TECHNOLOGY					X	294	5	12	17	10					
Fresh							4	12	16	9					
Soph							1	0	1	1	2				
ENGINEERING & INDUSTRIAL TECHNOLOGY	X														
ASSOCIATE IN APPLIED SCIENCE (AAS)		X													
ELECTRICAL/ELECTRONICS ENGINEERING			X	15.0399											
ELECTRONICS					X	981	25	28	53	38		25	44	69	43
Fresh							19	26	45	30		20	39	59	36
Soph							6	2	8	8	9	5	5	10	8
* VEHICLE & EQUIPMENT			X												
AUTOMOTIVE					X	909	1	17	18	6		3	24	27	12
Fresh							1	15	16	5		2	20	22	9
Soph							0	2	2	1	1	1	4	5	3
HEALTH TECHNOLOGY	X														
ASSOCIATE IN APPLIED SCIENCE (AAS)		X													
NURSING			X	18.1101											

Table 11

SEMINOLE COMMUNITY COLLEGE
DEGREE PROGRAM ENROLLMENTS

	CATEGORY						1987-88					1988-89				
	CLUSTER	DEGREE	DEGREE PROGRAM	NCES CODE	MAJOR	VCCS CODE	F-T	P-T	TOTAL	FTES	PROG GROD	F-T	P-T	TOTAL	FTES
NURSING					X	156	27	36	63	44		43	36	79	62
Fresh							12	4	16	13		20	25	45	33
Soph							15	32	47	30	35	23	11	34	29
PUBLIC SERVICE TECHNOLOGY	X														
ASSOCIATE IN APPLIED SCIENCE (AAS)		X													
PROTECTIVE SERVICES			X	43.9999											
POLICE SCIENCE					X	464	27	37	64	40		31	34	65	43
Fresh							20	26	46	30		23	23	46	31
Soph							7	11	18	10	4	8	11	19	13
* Discontinued															
CERTIFICATES															
AUTOMOTIVE TUNE-UP				47.0699		910	2	2	4	3	0	0	1	1	0
CAREER STUDIES				17.0499		221									
CLERICAL STUDIES				07.0601		218	5	5	10	7		3	7	10	4
DRAFTING				15.0899		922						1	2	3	2
ELECTRICAL/ELECTRONICS				15.0399		943									
SMALL BUSINESS MANAGEMENT				06.0101		232	0	5	5	2		5	8	13	7
PERSONAL SATISFACTION						024	99	859	958	315		56	823	879	275
OTHER						0XX	29	126	155	70		34	99	133	65

File Name: Table-11

Table 12

GERMANNA COMMUNITY COLLEGE
OFF-CAMPUS COURSE OFFERINGS
FALL, 1988

LOCATION	NO. COURSES	NO. ENROLLEES	NO. FTES
JAMES MONROE HIGH SCHOOL	55	1203	233
THE CHIMNEYS RESTAURANT	1	16	2
MARY WASHINGTON HOSPITAL	1	5	1
WESTLAND ACADEMY	1	12	3
KING GEORGE HIGH SCHOOL	2	39	8
ORANGE COUNTY HIGH SCHOOL	2	21	5
FAUQUIER HIGH SCHOOL	1	27	5
OAK SPRINGS NURSING HOME	2	26	7
FAUQUIER COUNTY (WARRENTON)	6	97	19
CULPEPER COUNTY HIGH SCHOOL	12	201	33
TOTAL	83	1647	318

File Name: Table-12

Table 13

GERMANNA COMMUNITY COLLEGE
STUDENT FINANCIAL AID

AID PROGRAM	NO. STUDENTS
FEDERAL	
PELL	118
SEOG	26
WORK STUDY	15
STATE	
CSAP	14
LOCAL	
GERMANNA FOUNDATION	12
CARTER SCHOLARSHIP	15
OTHER SCHOLARSHIPS	37
GERMANNA WAGE PROGRAM	13
GUARANTEED STUDENT LOANS	31
TOTAL	281
281 RECEIPIENTS / 2282 STUDENTS =	12.3%

File Name: Table-13

SUMMARY OF RECOMMENDATIONS

I. The Students

IB 1. Each college should develop transportation alternatives for individuals who would otherwise be unable to attend college.

1B 2. Each college should develop programs to help meet the child care needs of adult students with families.

E1 3. The State Board for Community Colleges should make every effort to maintain student tuition and fees at the lowest level possible.

IA 4. Each college should develop expanded and more flexible financial aid programs to help meet the financial needs of underserved populations.

IB 5. As the nature of the community college student body becomes more diverse and the needs of these students become more complex, each college should provide strong enrollment management, counseling, and support services which make use of the latest technology and which are an integral part of the total college program.

ID 6. Virginia community colleges should give recognition to and expand services for academically talented individuals. Each college should develop enrichment programs, in cooperation with local school systems, for academically talented high school students; develop scholarship or grant programs to give recognition to academically talented persons; develop honors courses or programs, as appropriate, for academically talented students; and be strong advocates for the promotion and support of active local chapters of Phi Theta Kappa, the national honor society for community college students.

IG 7. Each college should develop effective student affirmative action programs including such strategies as summer enrichment opportunities for minority students, early identification programs focusing on junior high school minority students, and ongoing precollege experiences for minority students to increase their participation in community college programs.

VIII C 8. Each college should establish outreach centers to recruit students from underserved populations for appropriate college programs.

E2 9. Each college should expand and improve services for those individuals who have been underserved by higher education. These individuals include but are not limited to minorities, single parents, low income adults, dislocated workers, older adults, non-high school graduates, and handicapped or disabled persons.

E3 10. The Virginia Community College System should develop strategically placed centers at selected community colleges which give special attention to the needs of handicapped or disabled individuals from all regions of Virginia. These centers would be established to provide quality instruction for individuals with specific handicapping conditions. Colleges with centers would serve as consultants to other community colleges throughout the system to assist these colleges in meeting the needs of handicapped students.

II. The Curriculum

1. The Virginia Community College System should reaffirm its mission statement and encourage community colleges to be creative and aggressive in meeting community needs. II A

2. The VCCS should provide special funding for creative pilot programs which demonstrate new approaches to fulfilling the mission of the system.

3. The VCCS should cooperate with the State Department of Education to study the state standards of learning as they change and to plan for curriculum revision at the college level. E4

4. The VCCS should foster citizenship responsibility through the inclusion of basic information on geography, history, and national, state, and local government in its programs. This is particularly important for occupational-technical programs. VG

5. The VCCS should develop innovative delivery systems for the teaching of foreign language skills to business, industry, government, and community groups interested in the conversational skills necessary in an international community.

6. The VCCS should study the inclusion of foreign languages in the core of common learning of curricular programs. IIB

7. Community colleges must remain innovative and flexible in their approaches to developmental education and understand that developmental education consists of more than classroom instruction. Each college should ensure that adequate student support services, such as staffed learning laboratories, diagnostic and placement testing, academic advising, and counseling are provided; an appropriate diversity of instructional methodology is employed; and the latest technology based on the changing body of knowledge and teaching styles are constantly employed. IIC

8. Virginia community colleges should refer students identified as reading below the fifth grade level, or with acute mathematical deficiencies, to local literacy providers, to community college programs designed for that level, or to other appropriate agencies. E5

9. Each college should develop an agreement with the regional literacy coordinating committee in its area specifying the college's involvement in literacy services for the region. Each college should also develop a directory of support services that it can provide and disseminate the directory to the appropri- E6

ate regional literacy committee. Further, the VCCS should disseminate to all colleges an overview of effective literacy strategies and projects.

II D 10. Each college should take the lead in initiating agreements to provide workplace literacy training for business and industry. Further, in order that small businesses may participate in workplace literacy training in a cost effective manner, each college should consider the development of a small business consortium.

11. By 1992 the State Board for Community Colleges should evaluate the community college's involvement in literacy efforts; assess the Commonwealth's efforts to check adult illiteracy; define the future directions of community college involvement; and request appropriate resources.

III. The Community

III A 1. The VCCS should expand opportunities for lifelong learning, which is fundamental to the comprehensive mission of community colleges.

III A 2. The State Board for Community Colleges should expand its policy statement on community services as follows: *(The proposed new language is in italics.)*

> *Community colleges should provide a rich array of adult and continuing education programs to encourage lifelong learning and to help citizens meet their personal, civic, and career goals. These programs should be a high priority, draw upon the total available resources of the college, and reflect both community needs and the educational strengths of the institution.*

III B The facilities and personnel of each community college shall be available to provide specialized services to help meet the cultural and educational needs of the region served by the community college. This service includes programs not conducted in classrooms such as cultural events, workshops, meetings, lectures, conferences, seminars, *forums for discussion of community problems*, and special community projects which are designed to provide needed cultural and educational opportunities for the citizens of the regions.

E 7 3. The State Board for Community Colleges should request that the General Assembly establish the eligibility of three areas of community service programming for state funding:

Area I: programs structured to provide skills and/or knowledge for occupational improvement, such as agriculture and food production, business and industry, clerical and office services, education, engineering, government, health and social services, law and law enforcement, the professions, technology and technology transfer, and trades;

Area II: programs organized to provide help in the solution of problems confronting the state, such as aging, citizenship, community development and housing, criminal justice, environment, health and safety, and human relations and communications; and

Area III: programs designed to address the needs of targeted populations, such as displaced homemakers, the educationally or economically disadvantaged, the functionally illiterate, the unemployed and underemployed, and welfare and public assistance recipients. III A

Community service programs eligible for state funding should meet defined standards to assure quality comparable to the credit programs.

State funding support for community service programs should be based on specified criteria, namely:

A: 15 contact hours in community service programs should equal 1 semester credit for the purpose of computing an equated annual FTES.

B: Funding should be phased in over a three-year period as follows:

1989-90: 30 percent overhead dollars should be replaced by general fund dollars on 80/20 ratio;

1990-91: state funding should be provided on a 50/50 ratio of state support to tuition support;

1991-92: state funding should be provided on an 80/20 state fund to tuition fund ratio.

4. The VCCS should assure that communication between the Virginia Department of Economic Development and VCCS colleges remains open. Further, the VCCS should support the coordination of programs between the colleges and the department. IV E

5. The VCCS should continue and enlarge its work with the Governor's Employment and Training Council and other appropriate coordinating bodies to clarify and strengthen the community college role in providing cost effective sponsored training, such as Job Training Partnership Act programs.

6. The VCCS should work with the Center for Innovative Technology to broaden the experimental technology transfer and economic transfer program to include all colleges in the system and to strengthen and broaden the role of the program to include problem areas other than "high-tech."

7. The State Board for Community Colleges should include in its legislative plan the promotion of economic development through the establishment and staffing of economic development centers at each college.

8. The State Board for Community Colleges should request that the General Assembly provide in-state tuition privileges for employees and their families who move to Virginia and establish Virginia residency as a result of company expansion or relocation.

IV. Partnerships

IV A 1. Each college should assess the needs for and establish additional partnerships with elementary, middle, and secondary schools to encourage academic excellence, enhance career awareness, reduce the dropout rate, provide faculty enrichment, promote continuity in general education and technical studies, and increase the percentage of students pursuing postsecondary education.

II F 2. Each college should assess the needs for and establish additional partnerships with senior colleges which strengthen the transfer function of the colleges and which increase the transfer rates of all students, particularly Asians, Hispanics, and blacks.

IV E 3. Each college should develop strategies for encouraging, coordinating, and assessing additional partnerships among business, industry, and government which promote economic development; provide training and retraining of the work force; and increase exchanges between educators and employers to keep faculty expertise closely related to work force needs. Additionally, each college should assume leadership for establishing partnerships which promote high standards of productivity and commitment to quality in order to ensure long-term economic growth.

4. The VCCS should continue to take an active role in providing education and employment training for incarcerated persons to prepare them for transition and return to society.

E 8 5. Each college should take the lead in building additional partnerships with community agencies, organizations, and governments which promote increased community leadership and citizenship and which assist with the elimination of community problems such as illiteracy, unemployment, and underemployment.

II B 6. The VCCS should explore and develop opportunities for the colleges to establish international partnerships with foreign governments and colleges for the following purposes:

- promoting international awareness;
- sharing technology and instructional systems;
- providing for student, faculty and staff exchanges; and
- linking the community with the international partner.

7. Each college should be a part of a VCCS statewide educational telecommunications network to provide improved opportunities for students and increased faculty and staff development. IV D

V. The Classroom and Instruction

1. The VCCS should establish a program of Chancellor's Commonwealth Professor appointments to recognize and support teaching excellence in the Virginia Community College System. These appointments might have the following features: E 9

- three-year terms;
- a stipend in addition to base salary; and
- appropriate release time to support the conducting of a self-directed project of personal and professional development related to teaching responsibilities.

The Commonwealth Professors might do the following:

- participate periodically in VCCS sponsored Commonwealth Professor seminars dealing with interdisciplinary topics and issues confronting community college education; and
- be available to serve in various advisory capacities to the chancellor on matters relating to curriculum, instruction, and faculty welfare.

Chancellor's Commonwealth Professors should be selected through a process of rigorous institutional and systemwide peer review involving nomination by their respective institutions and review by a panel that would select systemwide a limited number of candidates for appointment by the chancellor.

2. The VCCS should develop a statewide plan for the cost-effective utilization of telecommunication technologies. This plan should include at least the following: V E

- a list of common elements of a telecommunications network which are necessary for an integrated system to operate;
- recommendations with regard to the changing role and function of college libraries and learning resource centers; and
- a common approach to the definition of faculty workload within a telecommunications environment.

Consideration also should be given to the implications of these instructional technologies for faculty preparation and faculty development.

3. The VCCS should establish statewide cooperative centers of instructional specialization at various community colleges which would provide a dis- V F E 10

tinctive emphasis on an identified aspect of the classroom and instruction. The areas of specialization would include, but not be limited to, the following:

- telecourse production;
- telecourse delivery;
- interactive video disc production;
- self-paced learning coursework production;
- video cassette production;
- computer software development;
- classroom research;
- teaching effectiveness and productivity research;
- learning evaluation and assessment research; and
- learning and teaching styles research.

VI. The Faculty and Staff

VI E 1. The VCCS should review faculty responsibilities and workload policies to assure that these policies are appropriate and that they promote excellence. This review should include consideration of the implication of instructional technologies, teaching loads in terms of credit and contact hours, committee responsibilities, extracurricular activities, action research, planning time, office hours, class size, and the effect of overloads.

VI A 2. The VCCS should develop a comprehensive faculty and staff development program to include the identification and preparation of future teachers and staff. Such a program must emphasize the inclusion of minorities and women with provisions for specific incentives.

VI C 3. The VCCS should develop and seek funding for a faculty and staff professional growth and renewal program. Components of the plan should include sabbaticals and short-term leaves, participation in national and statewide conferences and workshops, retraining and upgrading, working in industry, statewide recognition programs, released time, and endowed chairs. This plan should contain special funding of at least 2 percent of the VCCS instructional budget.

4. The VCCS should study whether the quota system on faculty ranks should be retained.

VI E 5. The VCCS should develop a policy regarding the selection, orientation, compensation, evaluation, renewal, and use of part-time faculty.

VI B 6. The number of minority faculty and staff in the VCCS must be increased. Each college should implement effective strategies for the recruitment, retention, and advancement of minorities and women as part of its affirmative action plan. Further, the VCCS should conduct a series of special workshops to deal solely with affirmative action matters.

VII. Marketing and Retention Programs

1. The VCCS should develop a system-wide comprehensive marketing plan focusing on the enhancement of the stature of community colleges in Virginia. VII C VII F

2. Each Virginia community college should develop and implement a comprehensive marketing plan and a comprehensive retention plan. Also, the VCCS should provide mechanisms for colleges to share elements of the plans. VII B-F

3. The VCCS system office and each college should conduct quality marketing research. The results of such research should be communicated throughout the system and should be used in the development of current and future marketing plans. VII G

4. Each college should develop or improve programs which give attention to the retention of students who begin their studies at the community college. These programs should include but not be limited to improved faculty advising programs; early alert and intervention systems for at-risk students; improved orientation programs for full- and part-time students; programs to encourage effective customer relations and caring attitudes among faculty, administration, and staff; strengthened student activities programs to encourage a greater sense of community among students and greater out-of-class contact between faculty and students; and entry level assessment and placement programs to ensure that students are properly prepared for successful completion of college-level courses. I F

5. The State Board for Community Colleges should request the General Assembly to modify current restrictions on the use of public funds for advertising to allow community colleges to effectively communicate with their target audiences. VII E

VIII. Facilities

1. The State Board for Community Colleges should develop and adopt a revised comprehensive Master Facilities Plan that includes updating the site plan for each of the colleges and that specifically addresses the needs for additional locations for campuses or centers as well as the disposition of existing facilities. VIII A VIII C

2. The VCCS should develop strategies to update facilities to meet the needs created by changes in the curriculum, student demographics, and advanced technology. Such facilities might include space for physical education, student commons, and auditoriums. Further, the VCCS should pursue changes in SCHEV space guidelines and funding priorities to accommodate these changing needs. VIII B

III B 3. The State Board for Community Colleges should seek to have facilities that support the community service mission assigned a higher priority than in the past and to establish the principle that any facility that supports the mission of the VCCS should receive state funding for maintenance and operating costs.

E 11

4. The State Board for Community Colleges should request that the General Assembly provide state funding for site acquisitions, site improvements, and site maintenance.

5. The State Board for Community Colleges should support the concept of facility sharing with local private or governmental agencies.

E 12 6 The concept of maintenance reserve funding is applauded. The VCCS should strive to assure that the maintenance reserve fund is adequately funded and is vigorously and systematically applied to the maintenance of college facilities.

VIII C The State Board for Community Colleges should continue its emphasis on major system replacement and renovation.

8. The State Board for Community Colleges should explore the issuance of bonds, or some other dedicated revenue sources, to obtain funding for the upgrading, repair, and replacement of major infrastructure systems and for new construction projects.

IX. Resources

E 13 1. The VCCS should continue to request funds from the General Assembly as a single system.

IX C 2. The State Board for Community Colleges should seek changes to the funding base which acknowledge the support and services provided to part-time and underprepared students.

3. The VCCS should study the further development and refinement of normative standards in all maintenance and operation (M&O) funding categories.

IX D 4. The VCCS should continue to study and refine the distribution of resources model in order to maintain equity and a consistency of capability among the colleges.

IX D 5. The VCCS should explore various alternatives for funding of actual or projected enrollments.

I B 6. The VCCS should explore the further automation of registration, payroll, accounting, personnel, libraries, preventive maintenance, and other functions which would be enhanced by the use of technology.

7. Each college should develop procedures for the increased use of volunteer staff in certain offices and college functions.

X. Assessment and Accountability

1. Each college should continue to develop and improve its programs to assess students' progress toward accomplishing their goals. The primary purpose of these assessment programs should be to improve instruction and student support services. X A, B

2. Each college should develop a program of entry level assessment and placement for all students admitted to a degree program. Placement criteria should be established, and entry level assessment in mathematics, writing, and reading should be required.

3. Each college should consider appropriate entry level assessment and placement policies for students admitted to nondegree programs, for noncurricular part-time students in selected courses, and for participants in certain programs for business and industry.

XI. Leadership Toward the Year 2000

1. The State Board for Community Colleges should continue the dialogue already established to increase mutual understanding of the roles of the State Board for Community Colleges and local college boards.

2. The chancellor and the college presidents should be primary advocates of teaching and learning within the VCCS and in all colleges.

3. To increase participation in the decision-making process, each college president should regularly meet with representatives of various college groups, including faculty, administrators, classified staff, students, and representatives of curriculum advisory committees. XI A

4. The VCCS should continue to nurture new leadership for the future from all segments, including teaching faculty, administrative faculty, support staff, local college boards, curriculum advisory committees, and students. XI C

5. Each college should plan for new types of leadership positions in such areas as literacy, assessment, academic projects development, community outreach, and innovative resource development. XI B

6. The VCCS should continue to assure that members of other state agencies and the legislature are well informed about VCCS programs and objectives so that they might understand, appreciate, and support them. VII F

Pages 50-51 have been deleted from this document

Title: Building Communities: A Vision for a New Century.
A Report of the Commission on the Future of Community Colleges

This article can be found in the Leadership Abstracts

Volume 1, Number 12

July 1988

PART IV

PROCESS

Perspective: In mid 1987, Germanna Community College faced two major tasks: completion of its self-study for reaccreditation by the Southern Association of Colleges and Schools (SACS) and development of an assessment plan to meet standards of the State Council of Higher Education in Virginia (SCHEV). Three fundamental documents or statements were essential to proceed with these important tasks: a mission statement, a purpose statement, and a master plan. Existing mission and purpose statements were revieved and reaffirmed. Development of this master plan has been, however, a more comprehensive and difficult task. The College takes confidence in the progress represented by this document and recognizes that it presents an ongoing challenge for implementation.

During 1987-88 the Institutional Research and Planning Committee began to address the need to develop a master plan. A subcommittee was created to devote primary attention to this task and to provide a basis for discussion.

Coincidently, the Virginia Community College System (VCCS) began work to update its master plan. It was appropriate to coordinate local planning with systemwide planning. Further, initiation of assessment activities provided additional guidance as to what the College's master plan should encompass.

The decision was reached to prepare a master plan draft which would be similar in structure to the VCCS plan. The issues to be addressed would include system-generated topics appropriate to Germanna as well as those unique to the College and its service area.

Approach: Using the guidance provided by the Institutional

Research and Planning Committee, its subcommittee, assessment data, and VCCS planning data, an initial draft of the master plan was prepared and submitted to the President and Institutional Research and Planning Committee in the fall, 1988. Major omissions and errors were corrected and draft two was presented to the Institutional Research and Planning committee and to the President's Administrative Council. Again, revisions were made.

Draft three and a survey to evaluate the plan were distributed to the faculty, staff, and the College Board on March 6, 1988 (Appendix A). A follow-up letter (Appendix B) requested that the surveys be returned by March 20, 1989. It asked that each issue in the plan be evaluated as to its importance to the College. In addition, the survey solicited comments and additional issues.

On March 21, a tabulation and a ranking of the responses were prepared (Appendix C). These, and copies of all comments, were distributed to the Institutional Research and Planning Committee and the President's Administrative Council. At the March 31 meeting of the Institutional Research and Planning Committee, to which the President's Administrative Council was invited, draft three was amended to add one issue and to include minor editorial changes. It was agreed that it would not be necessary to resubmit a survey to the entire College to add and rank this single item. There were no issues with a survey score warranting deletion from the master plan. The revisions resulted in draft four which was unanimously approved by the Institutional Research and Planning Committee.

This draft was then referred to the College Board for review. Consideration of the plan was part of the May 19, 1989,

meeting agenda. Subsequently, the Board adopted the plan ---------- as an official working document for the College.

Prioritization: A part of the tabulation operation included a ranking of the issues. Assigned values were 5--Very Important, 4--Above Average Importance, 3--Average Importance, 2--Below Average Importance, 1--No Importance, and 0--No opinion. For each question, the number of responses for each value was multiplied by that value to determine a weighted value. Responses of zero and one were eliminated. The sum of the weighted values was then divided by the number of two through five responses to determine an average weighted value.

The average weighted value represented a priority value which was used to rank the importance assigned by those who believed the issue should remain as part of the plan. These values were sorted in descending sequence. Thus, priority standings were obtained. These standings provided an impartial guide as to which issues should receive special attention in the allocation of resources.

Implementation: The Master Plan specifies assignment of each issue to an individual who is to be responsible for its implementation. Action commences with the documentation of measurable objectives for the ensuing year. In some cases, the responsibility for developing and/or completing these objectives may be assigned to a lower level. Written objectives are to be submitted to the appropriate Dean or to the President on or before July 1 each year (except 1989-90 when the due date is October 1).

The objectives are then to be submitted to the Institutional Research and Planning Committee which will provide guidance in

avoiding duplication of effort and will serve as a resource to assist in directing individuals and committees to data sources developed as part of the objective-writing and implementation activities. The Deans and the President are responsible for reporting progress regularly to the Institutional Research and Planning Committee.

Evaluation: The Institutional Research and Planning Committee and the President's Administrative Council serve as the evaluating bodies. Their responsibilities include an assessment of the degree of progress in completing each objective. However fine the distinction, it is important to note that while these two bodies evaluate the objectives, it is only the Institutional Research and Planning committee which is charged with an evaluation of the progress made toward reaching the goal(s) stated or implied in each issue of the Master Plan.

The importance attached to planning and evaluation by SACS necessitates documentation of quantitative and qualitative progress achieved for each objective and, when summarized, for the Master Plan in total. Hence, for each objective and issue, the responsible individual will provide a summary of progress to the Institutional Research and Planning Committee and President's Administrative Council by April 15 of each year. The President's Administrative Council will summarize an evaluation of the progress of objectives and submit it to the Institutional Research and Planning Committee by May 1 of each year and the Institutional Research and Planning Committee will prepare a summary of progress for Master Plan issues by June 1 of each year. This report will be available to the College community.

The period of June 1 through June 30 will allow considera-

tion of the reactions of the President's Administrative Council and the Institutional Research and Planning Committee as objectives are developed for the succeeding year.

Modifications: The Master Plan is subject to continuous review and modification. As weaknesses in the plan are detected or opportunities for strengthening the plan are discovered, recommended changes will be submitted to the Institutional Research and Planning Committee. The Institutional Research and Planning Committee will review the recommendations and determine if they materially affect the plan. If so, the Institutional Research and Planning Committee may request input from the faculty, staff, and College Board.

Recommendations not approved by the Institutional Research and Planning Committee will be communicated to the initiator with an explanation. Approved recommendations will be communicated to the faculty and staff and forwarded to the College Board. If approved by the College Board, they will become part of the current Master Plan. If not approved, the College will be notified and the recommendation may be reintroduced in a subsequent year.

The President will be the conduit for presenting recommendations to the Board and communicating its action back to the College. The President will be responsible for ensuring that recommendations are not in conflict with VCCS and other official policies and regulations.

APPENDIX A

COVER LETTER

AND

MASTER PLAN SURVEY

Germanna Community College

MEMORANDUM

TO: GCC Local Board and Foundation Board Members

FROM: Francis S. Turnage FST

DATE: March 6, 1989

SUBJECT: Master Plan Draft/College-Wide Review

As you are aware, the College is developing a master plan as part of its short- and long-term planning and evaluation procedures. The attached Draft #3 has evolved with review and input from the Institutional Research and Planning Committee and the President's Administrative Council. You will note that the Draft contains three sections: "Introduction," "Demographics," and "Planning for the Future."

While you will need to review the first two sections for background and context, it is especially important for you to focus on the third section and to respond to the survey. Your responses will be used as a basis for revisions, for bringing closure on the issues and recommendations, and for developing the fourth section of the document: "Strategies and Priorities."

Please complete the survey form and return it when you come to the Board meeting March 16. (If you will not be attending, please send or mail your response in order for it to be received by March 16.)

FST/bjr

Attachment

Box 339, Locust Grove, Virginia 99908
703 999-1999

COLLEGE MASTER PLAN SURVEY

March 6, 1989

For each of the issues and recommendations contained in the March 6, 1989, working draft of the College's master plan, please indicate your opinion of its importance to the future of Germanna.

In the survey which follows, each statement number corresponds to the Issues and Recommendations number in the master plan draft. Please note that most of the statements are in abbreviated form and it may be necessary to refer to the text to clarify the statement.

Additional comments and/or issues (which will appear in a subsequent survey for faculty and staff consideration) should be noted at the end of this survey.

Please respond to every item using the following scale:

5 = Very Important	Could have major impact on the College's accreditation and/or mission.
4 = Above Average Importance	Could affect the College's credibility
3 = Average Importance	Could affect College's efficiency in daily operations
2 = Below Average Importance	Should defer until other issues have been addressed
1 = Of No Importance	Should be dropped from master plan
0 = No opinion	No basis for rating item

Please return this survey to the President's Office by March 14, 1989.

Additional items for inclusion may be recommended by attaching one or more pages to the survey. Your observations and suggestions are encouraged.

Thank you for your participation.

S U R V E Y

I. STUDENTS

A. _____ Move toward increasing and expanding financial aid.

B. _____ Study transportation and child care needs.

C. _____ Use of state-of-the-art technology in counseling and student support services.

D. _____ Develop outreach plans for disadvantaged students.

E. _____ Provide opportunities for academically talented students.

F. _____ Insure accurate classification of students.

G. _____ Develop comprehensive first-year retention program.

H. _____ Implement student affirmative action plan.

II. CURRICULUM

A. _____ Reaffirm mission and purpose statements.

B. _____ Develop cross-cultural studies.

C. _____ Develop general education components for critical/ thinking, etc.

D. _____ Offer adequately supported developmental programs.

E. _____ Initiate workplace literacy training agreements.

F. _____ Consider occupational/professional standards in the structure of occupational/technical curricula.

G. _____ Use senior institution requirements as the basis for transfer curriculum.

III. THE COMMUNITY

A. _____ Encourage lifelong learning through continuing education.

B. _____ Make College facilities and personnel available for specialized services to its service region.

C. _____ Share and exchange resources within the College's service region.

IV. PARTNERSHIPS

A. _____ Promote academic excellence with other educational institutions.

B. _____ Facilitate continuation of the educational pro-

C. _____ Facilitate transfer to four-year colleges, especially to predominantly black institutions.

D. _____ Participate in VCCS telecommunications network.

E. _____ Promote economic well-being in its service area.

V. THE CLASSROOM AND INSTRUCTION

A. _____ Insure good teaching is the College's hallmark.

B. _____ Restrict class size in core curriculum and developmental courses.

C. _____ Encourage strengthening students' literacy skills.

D. _____ Focus evaluation on instruction -- what the teacher teaches and how students learn.

E. _____ Incorporate all kinds of instruction including telecommunications in faculty workloads.

F. _____ Identify telecommunication specialties which the College may want to pursue.

G. _____ Foster citizenship and ethical responsibility.

VI. THE FACULTY AND STAFF

A. _____ Plan to recruit best qualified faculty and staff.

B. _____ Recruit faculty and staff from minority groups.

C. _____ Provide development and renewal opportunities.

D. _____ Maintain a sound base of full-time faculty.

E. _____ Assess the use of part-time faculty.

VII. MARKETING AND RECRUITMENT PROGRAMS

A. _____ Establish an alumni organization.

B. _____ Initiate a positive relationship with the media.

C. _____ Develop a comprehensive publications package.

D. _____ Establish the OPR as the College's spokesperson.

E. _____ Initiate timely advertising strategies.

F. _____ Schedule activities in concert with VCCS.

G. _____ Base marketing plans on marketing research.

VIII. FACILITIES

A. _____ Update the master site plan.

B. _____ Update existing facilities.

C. _____ Establish a plan for renovation and replacement of physical plant components.

D. _____ Determine additional facilities locations.

E. _____ Plan for a Fredericksburg area campus and initiatives in Fauquier County.

F. _____ Prepare a disaster recovery plan.

IX. RESOURCES

A. _____ Assess the impact of off-campus and second campus programs on the main campus.

B. _____ Plan for long-range administrative reorganization.

C. _____ Plan for telecommunication capabilities.

D. _____ Seek changes in the funding policies.

E. _____ Increase Germanna Educational Foundation assets.

F. _____ Increase resources for research and assessment.

G. _____ Employ/cross-train personnel for continuity.

H. _____ Create a standing committee on computer resources.

I. _____ Establish a high quality duplicating center.

J. _____ Develop a plan for replacement of equipment.

K. _____ Study the use of volunteers as a College resource.

X. ASSESSMENT AND ACCOUNTABILITY

A. _____ Refine and enhance the assessment plan.

B. _____ Use the assessment plan procedures to evaluate instructional programs.

C. _____ Develop an ongoing system of research.

D. _____ Insure broad-based involvement in the planning and evaluation process.

XI. LEADERSHIP TOWARD THE YEAR 2000

A. _____ Adopt a participative management style.

B. _____ Identify and staff new leadership positions.

C. _____ Provide professional development for new leadership positions.

D._____ Increase the stability of the administrative organization.

Other topics you believe should be a part of this plan:

Please return to the President's Office by Tuesday, March 14, 1989.

APPENDIX B

FOLLOW-UP LETTER

Germanna Community College

MEMORANDUM

TO: Full-time Faculty and Staff Members

FROM: Francis S. Turnage

DATE: March 6, 1989

SUBJECT: Master Plan Draft/College-Wide Review

As you are aware, the College is developing a master plan as part of its short- and long-term planning and evaluation procedures. The attached Draft #3 has evolved with review and input from the Institutional Research and Planning Committee and the President's Administrative Council. You will note that the Draft contains three sections: "Introduction," "Demographics," and "Planning for the Future."

While you will need to review the first two sections for background and context, it is especially important for you to focus on the third section and to respond to the survey. Your responses will be used as a basis for revisions, for bringing closure on the issues and recommendations, and for developing the fourth section of the document: "Strategies and Priorities."

Please complete the survey form and return it to my office no later than Tuesday, March 14, 1989.

FST/bjr

Attachment

Box 999, Locust Grove Virginia 99908
703/999-1999

APPENDIX C

SURVEY TABULATIONS

GERMANNA COMMUNITY COLLEGE
SUMMARY OF MASTER PLAN SURVEY
MARCH 21, 1989

TOTAL RESPONSES = 58 SUMMARY

QUESTION	BLANK	0	%	1	%	2	%	3	%	4	%	5	%	AVERAGE
I.A	0	0	0.0%	0	0.0%	2	3.4%	16	27.6%	26	44.8%	14	24.1%	3.90
I.B	0	0	0.0%	2	3.4%	16	27.6%	19	32.8%	15	25.9%	6	10.3%	3.20
I.C	0	1	1.7%	0	0.0%	3	5.2%	18	31.0%	27	46.6%	9	15.5%	3.74
I.D	0	0	0.0%	0	0.0%	1	1.7%	20	34.5%	26	44.8%	11	19.0%	3.81
I.E	0	0	0.0%	0	0.0%	5	8.6%	14	24.1%	28	48.3%	11	19.0%	3.78
I.F	0	1	1.7%	1	1.7%	2	3.4%	16	27.6%	18	31.0%	20	34.5%	4.00
I.G	0	1	1.7%	0	0.0%	2	3.4%	8	13.8%	23	39.7%	24	41.4%	4.21
I.H	0	2	3.4%	1	1.7%	8	13.8%	24	41.4%	17	29.3%	6	10.3%	3.38
II.A	0	3	5.2%	1	1.7%	3	5.2%	9	15.5%	11	19.0%	31	53.4%	4.30
II.B	0	1	1.7%	2	3.4%	11	19.0%	23	39.7%	13	22.4%	8	13.8%	3.33
II.C	0	2	3.4%	1	1.7%	2	3.4%	12	20.7%	19	32.8%	22	37.9%	4.11
II.D	0	3	5.2%	0	0.0%	0	0.0%	8	13.8%	24	41.4%	23	39.7%	4.27
II.E	0	4	6.9%	1	1.7%	11	19.0%	21	36.2%	17	29.3%	4	6.9%	3.26
II.F	0	2	3.4%	0	0.0%	0	0.0%	15	25.9%	23	39.7%	18	31.0%	4.05
II.G	0	2	3.4%	0	0.0%	1	1.7%	7	12.1%	22	37.9%	26	44.8%	4.30
III.A	0	2	3.4%	0	0.0%	0	0.0%	12	20.7%	24	41.4%	20	34.5%	4.14
III.B	0	1	1.7%	0	0.0%	7	12.1%	22	37.9%	21	36.2%	7	12.1%	3.49
III.C	0	0	0.0%	0	0.0%	3	5.2%	19	32.8%	28	48.3%	8	13.8%	3.71
IV.A	0	1	1.7%	0	0.0%	1	1.7%	14	24.1%	24	41.4%	18	31.0%	4.04
IV.B	0	20	34.5%	0	0.0%	1	1.7%	10	17.2%	16	27.6%	11	19.0%	3.97
IV.C	0	1	1.7%	0	0.0%	7	12.1%	19	32.8%	22	37.9%	9	15.5%	3.58
IV.D	0	1	1.7%	1	1.7%	2	3.4%	30	51.7%	13	22.4%	11	19.0%	3.59
IV.E	0	0	0.0%	1	1.7%	8	13.8%	23	39.7%	19	32.8%	7	12.1%	3.44
V.A	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	8.6%	53	91.4%	4.91
V.B	0	0	0.0%	0	0.0%	1	1.7%	14	24.1%	18	31.0%	25	43.1%	4.16
V.C	0	1	1.7%	0	0.0%	1	1.7%	5	8.6%	18	31.0%	33	56.9%	4.46
V.D	0	0	0.0%	0	0.0%	0	0.0%	9	15.5%	26	44.8%	23	39.7%	4.24
V.E	0	0	0.0%	1	1.7%	6	10.3%	24	41.4%	18	31.0%	9	15.5%	3.53
V.F	0	0	0.0%	1	1.7%	5	8.6%	32	55.2%	13	22.4%	7	12.1%	3.39
V.G	0	2	3.4%	1	1.7%	1	1.7%	15	25.9%	20	34.5%	19	32.8%	4.04
VI.A	0	0	0.0%	0	0.0%	0	0.0%	4	6.9%	7	12.1%	47	81.0%	4.74
VI.B	0	0	0.0%	2	3.4%	4	6.9%	14	24.1%	21	36.2%	17	29.3%	3.91
VI.C	0	1	1.7%	0	0.0%	1	1.7%	7	12.1%	29	50.0%	20	34.5%	4.19
VI.D	0	0	0.0%	0	0.0%	1	1.7%	4	6.9%	16	27.6%	37	63.8%	4.53
VI.E	1	0	0.0%	0	0.0%	1	1.7%	8	13.8%	16	27.6%	32	55.2%	4.39

GERMANNA COMMUNITY COLLEGE
SUMMARY OF MASTER PLAN SURVEY
MARCH 21, 1989

TOTAL RESPONSES = 58 SUMMARY

QUESTION	BLANK	0	%	1	%	2	%	3	%	4	%	5	%	AVERAGE
VII.A	0	2	3.4%	2	3.4%	12	20.7%	21	36.2%	12	20.7%	9	15.5%	3.33
VII.B	0	2	3.4%	0	0.0%	2	3.4%	17	29.3%	17	29.3%	20	34.5%	3.98
VII.C	0	2	3.4%	0	0.0%	6	10.3%	11	19.0%	27	46.6%	12	20.7%	3.80
VII.D	0	5	8.6%	4	6.9%	6	10.3%	18	31.0%	20	34.5%	5	8.6%	3.49
VII.E	0	2	3.4%	2	3.4%	3	5.2%	12	20.7%	23	39.7%	16	27.6%	3.96
VII.F	0	2	3.4%	2	3.4%	6	10.3%	28	48.3%	16	27.6%	4	6.9%	3.33
VII.G	0	2	3.4%	2	3.4%	5	8.6%	18	31.0%	17	29.3%	14	24.1%	3.74
VIII.A	0	4	6.9%	0	0.0%	2	3.4%	11	19.0%	12	20.7%	29	50.0%	4.26
VIII.B	0	0	0.0%	0	0.0%	1	1.7%	7	12.1%	16	27.6%	34	58.6%	4.43
VIII.C	0	0	0.0%	0	0.0%	1	1.7%	14	24.1%	15	25.9%	28	48.3%	4.21
VIII.D	0	2	3.4%	0	0.0%	4	6.9%	15	25.9%	20	34.5%	17	29.3%	3.89
VIII.E	0	1	1.7%	1	1.7%	6	10.3%	10	17.2%	14	24.1%	26	44.8%	4.07
VIII.F	0	5	8.6%	0	0.0%	12	20.7%	20	34.5%	13	22.4%	8	13.8%	3.32
IX.A	0	1	1.7%	0	0.0%	1	1.7%	11	19.0%	16	27.6%	29	50.0%	4.28
IX.B	0	1	1.7%	0	0.0%	3	5.2%	18	31.0%	17	29.3%	19	32.8%	3.91
IX.C	0	0	0.0%	0	0.0%	3	5.2%	31	53.4%	15	25.9%	9	15.5%	3.52
IX.D	0	5	8.6%	0	0.0%	4	6.9%	16	27.6%	17	29.3%	16	27.6%	3.85
IX.E	0	3	5.2%	1	1.7%	6	10.3%	17	29.3%	18	31.0%	13	22.4%	3.70
IX.F	0	2	3.4%	1	1.7%	9	15.5%	25	43.1%	13	22.4%	8	13.8%	3.36
IX.G	0	3	5.2%	0	0.0%	3	5.2%	26	44.8%	12	20.7%	14	24.1%	3.67
IX.H	0	1	1.7%	0	0.0%	8	13.8%	27	46.6%	13	22.4%	9	15.5%	3.40
IX.I	0	0	0.0%	0	0.0%	11	19.0%	26	44.8%	11	19.0%	10	17.2%	3.34
IX.J	0	0	0.0%	0	0.0%	2	3.4%	20	34.5%	18	31.0%	18	31.0%	3.90
IX.K	5	3	5.2%	0	0.0%	20	34.5%	15	25.9%	12	20.7%	3	5.2%	2.96
X.A	0	1	1.7%	1	1.7%	5	8.6%	18	31.0%	16	27.6%	17	29.3%	3.80
X.B	0	0	0.0%	2	3.4%	4	6.9%	21	36.2%	14	24.1%	17	29.3%	3.79
X.C	0	3	5.2%	0	0.0%	5	8.6%	21	36.2%	17	29.3%	12	20.7%	3.65
X.D	0	1	1.7%	1	1.7%	4	6.9%	19	32.8%	14	24.1%	19	32.8%	3.86
XI.A	0	3	5.2%	1	1.7%	4	6.9%	12	20.7%	20	34.5%	18	31.0%	3.96
XI.B	THIS ISSUE ADDED AFTER TABULATION													
XI.C	0	1	1.7%	1	1.7%	4	6.9%	20	34.5%	20	34.5%	12	20.7%	3.71
XI.D	0	2	3.4%	1	1.7%	3	5.2%	18	31.0%	20	34.5%	14	24.1%	3.82
XI.E	0	2	3.4%	0	0.0%	0	0.0%	11	19.0%	20	34.5%	25	43.1%	4.25

File Name: surv-tab

GERMANNA COMMUNITY COLLEGE
SUMMARY OF MASTER PLAN SURVEY
MARCH 21, 1989

RANK ORDER

QUESTION	AVERAGE	RANK	0	%	1	%	2	%	3	%	4	%	5	%
V.A	4.91	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	8.6%	53	91.4%
VI.A	4.74	2	0	0.0%	0	0.0%	0	0.0%	4	6.9%	7	12.1%	47	81.0%
VI.D	4.53	3	0	0.0%	0	0.0%	1	1.7%	4	6.9%	16	27.6%	37	63.8%
V.C	4.46	4	1	1.7%	0	0.0%	1	1.7%	5	8.6%	18	31.0%	33	56.9%
VIII.B	4.43	5	0	0.0%	0	0.0%	1	1.7%	7	12.1%	16	27.6%	34	58.6%
VI.E	4.39	6	0	0.0%	0	0.0%	1	1.7%	8	13.8%	16	27.6%	32	55.2%
II.G	4.30	7	2	3.4%	0	0.0%	1	1.7%	7	12.1%	22	37.9%	26	44.8%
II.A	4.30	8	3	5.2%	1	1.7%	3	5.2%	9	15.5%	11	19.0%	31	53.4%
IX.A	4.28	9	1	1.7%	0	0.0%	1	1.7%	11	19.0%	16	27.6%	29	50.0%
II.D	4.27	10	3	5.2%	0	0.0%	0	0.0%	8	13.8%	24	41.4%	23	39.7%
VIII.A	4.26	11	4	6.9%	0	0.0%	2	3.4%	11	19.0%	12	20.7%	29	50.0%
XI.E	4.25	12	2	3.4%	0	0.0%	0	0.0%	11	19.0%	20	34.5%	25	43.1%
V.D	4.24	13	0	0.0%	0	0.0%	0	0.0%	9	15.5%	26	44.8%	23	39.7%
I.G	4.21	14	1	1.7%	0	0.0%	2	3.4%	8	13.8%	23	39.7%	24	41.4%
VIII.C	4.21	15	0	0.0%	0	0.0%	1	1.7%	14	24.1%	15	25.9%	28	48.3%
VI.C	4.19	16	1	1.7%	0	0.0%	1	1.7%	7	12.1%	29	50.0%	20	34.5%
V.B	4.16	17	0	0.0%	0	0.0%	1	1.7%	14	24.1%	18	31.0%	25	43.1%
III.A	4.14	18	2	3.4%	0	0.0%	0	0.0%	12	20.7%	24	41.4%	20	34.5%
II.C	4.11	19	2	3.4%	1	1.7%	2	3.4%	12	20.7%	19	32.8%	22	37.9%
VIII.E	4.07	20	1	1.7%	1	1.7%	6	10.3%	10	17.2%	14	24.1%	26	44.8%
II.F	4.05	21	2	3.4%	0	0.0%	0	0.0%	15	25.9%	23	39.7%	18	31.0%
V.G	4.04	22	2	3.4%	1	1.7%	1	1.7%	15	25.9%	20	34.5%	19	32.8%
IV.A	4.04	23	1	1.7%	0	0.0%	1	1.7%	14	24.1%	24	41.4%	18	31.0%
I.F	4.00	24	1	1.7%	1	1.7%	2	3.4%	16	27.6%	18	31.0%	20	34.5%
VII.B	3.98	25	2	3.4%	0	0.0%	2	3.4%	17	29.3%	17	29.3%	20	34.5%
IV.B	3.97	26	20	34.5%	0	0.0%	1	1.7%	10	17.2%	16	27.6%	11	19.0%
XI.A	3.96	27	3	5.2%	1	1.7%	4	6.9%	12	20.7%	20	34.5%	18	31.0%
VII.E	3.96	28	2	3.4%	2	3.4%	3	5.2%	12	20.7%	23	39.7%	16	27.6%
IX.B	3.91	29	1	1.7%	0	0.0%	3	5.2%	18	31.0%	17	29.3%	19	32.8%
VI.B	3.91	30	0	0.0%	2	3.4%	4	6.9%	14	24.1%	21	36.2%	17	29.3%
IX.J	3.90	31	0	0.0%	0	0.0%	2	3.4%	20	34.5%	18	31.0%	18	31.0%
I.A	3.90	32	0	0.0%	0	0.0%	2	3.4%	16	27.6%	26	44.8%	14	24.1%
VIII.D	3.89	33	2	3.4%	0	0.0%	4	6.9%	15	25.9%	20	34.5%	17	29.3%
X.D	3.86	34	1	1.7%	1	1.7%	4	6.9%	19	32.8%	14	24.1%	19	32.8%
IX.D	3.85	35	5	8.6%	0	0.0%	4	6.9%	16	27.6%	17	29.3%	16	27.6%
XI.D	3.82	36	2	3.4%	1	1.7%	3	5.2%	18	31.0%	20	34.5%	14	24.1%
I.D	3.81	37	0	0.0%	0	0.0%	1	1.7%	20	34.5%	26	44.8%	11	19.0%
X.A	3.80	38	1	1.7%	1	1.7%	5	8.6%	18	31.0%	16	27.6%	17	29.3%
VII.C	3.80	39	2	3.4%	0	0.0%	6	10.3%	11	19.0%	27	46.6%	12	20.7%
X.B	3.79	40	0	0.0%	2	3.4%	4	6.9%	21	36.2%	14	24.1%	17	29.3%
I.E	3.78	41	0	0.0%	0	0.0%	5	8.6%	14	24.1%	28	48.3%	11	19.0%
VII.G	3.74	42	2	3.4%	2	3.4%	5	8.6%	18	31.0%	17	29.3%	14	24.1%
I.C	3.74	43	1	1.7%	0	0.0%	3	5.2%	18	31.0%	27	46.6%	9	15.5%
XI.C	3.71	44	1	1.7%	1	1.7%	4	6.9%	20	34.5%	20	34.5%	12	20.7%
III.C	3.71	45	0	0.0%	0	0.0%	3	5.2%	19	32.8%	28	48.3%	8	13.8%
IX.E	3.70	46	3	5.2%	1	1.7%	6	10.3%	17	29.3%	18	31.0%	13	22.4%
IX.G	3.67	47	3	5.2%	0	0.0%	3	5.2%	26	44.8%	12	20.7%	14	24.1%
X.C	3.65	48	3	5.2%	0	0.0%	5	8.6%	21	36.2%	17	29.3%	12	20.7%

GERMANNA COMMUNITY COLLEGE
SUMMARY OF MASTER PLAN SURVEY
MARCH 21, 1989

RANK ORDER

QUESTION	AVERAGE	RANK
IV.D	3.59	49
IV.C	3.58	50
V.E	3.53	51
IX.C	3.52	52
III.B	3.49	53
VII.D	3.49	54
IV.E	3.44	55
IX.H	3.40	56
V.F	3.39	57
I.H	3.38	58
IX.F	3.36	59
IX.I	3.34	60
VII.A	3.33	61
VII.F	3.33	62
II.B	3.33	63
VIII.F	3.32	64
II.E	3.26	65
I.B	3.20	66
IX.K	2.96	67

0	%	1	%	2	%	3	%	4	%	5	%
1	1.7%	1	1.7%	2	3.4%	30	51.7%	13	22.4%	11	19.0%
1	1.7%	0	0.0%	7	12.1%	19	32.8%	22	37.9%	9	15.5%
0	0.0%	1	1.7%	6	10.3%	24	41.4%	18	31.0%	9	15.5%
0	0.0%	0	0.0%	3	5.2%	31	53.4%	15	25.9%	9	15.5%
1	1.7%	0	0.0%	7	12.1%	22	37.9%	21	36.2%	7	12.1%
5	8.6%	4	6.9%	6	10.3%	18	31.0%	20	34.5%	5	8.6%
0	0.0%	1	1.7%	8	13.8%	23	39.7%	19	32.8%	7	12.1%
1	1.7%	0	0.0%	8	13.8%	27	46.6%	13	22.4%	9	15.5%
0	0.0%	1	1.7%	5	8.6%	32	55.2%	13	22.4%	7	12.1%
2	3.4%	1	1.7%	8	13.8%	24	41.4%	17	29.3%	6	10.3%
2	3.4%	1	1.7%	9	15.5%	25	43.1%	13	22.4%	8	13.8%
0	0.0%	0	0.0%	11	19.0%	26	44.8%	11	19.0%	10	17.2%
2	3.4%	2	3.4%	12	20.7%	21	36.2%	12	20.7%	9	15.5%
2	3.4%	2	3.4%	6	10.3%	28	48.3%	16	27.6%	4	6.9%
1	1.7%	2	3.4%	11	19.0%	23	39.7%	13	22.4%	8	13.8%
5	8.6%	0	0.0%	12	20.7%	20	34.5%	13	22.4%	8	13.8%
4	6.9%	1	1.7%	11	19.0%	21	36.2%	17	29.3%	4	6.9%
0	0.0%	2	3.4%	16	27.6%	19	32.8%	15	25.9%	6	10.3%
3	5.2%	0	0.0%	20	34.5%	15	25.9%	12	20.7%	3	5.2%

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File Name: surv-rnk

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